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ABSTRACT

This report summarizes the results of a large-scale study of the dropout problem in Texas. The report is divided into three major sections which deal with these questions, respectively: (1) What is the magnitude of the dropout problem in Texas? (2) What is the economic impact of the dropout problem for Texas? and (3) What is the nature and effectiveness of in-school and alternative out-of-school programs for dropouts in the state? The findings are presented in detail, analytically and statistically. General conclusions are that the dropout problem is growing and particularly severe for Black and Hispanic youth. Implications of the research point to the need for the development of: (1) a standardized dropout definition; (2) standards for calculating the dropout rate; (3) a centralized and standardized system for collection of dropout data; (4) tracking mechanisms to increase the reliability of dropout counts, resulting in more appropriate program interventions; (5) early dropout intervention efforts; (6) model dropout prevention and recovery programs for particular types of high risk groups; (7) additional dropout prevention and recovery programs; (8) systematic approaches to the evaluation of dropout prevention and recovery efforts; (9) linkages between public and private sector initiatives; and (10) an investment in dropout prevention and recovery which is commensurate with the magnitude of the problem. A directory of dropout programs in Texas and a bibliography are included. (KH)

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October 31, 1986

Texas School Dropout Survey Project: A Summary of Findings

Intercultural Development Research Association
Center for the Prevention and Recovery of Dropouts

under contract with:
Texas Department of Community Affairs
Training and Employment Development Division

UD025365

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TEXAS SCHOOL DROPOUT SURVEY PROJECT: A SUMMARY OF FINDINGS

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THIS WORK IS DEDICATED TO TEXAS'
MOST VALUABLE ASSET--OUR YOUTH

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Contents

Page

Executive Summary i

Introduction 1

Part 1: Magnitude of the Dropout Problem 3

- Dropout Definitions, Procedures, and Research 3
- Tracking of Student Withdrawals 6
- Study of Attrition Dropout Rates 9
- Study of Macro-Community Dropout Rates 18

Part 2: Economic Impact of the Dropout Problem 27

- Lost Wages and Tax Revenues 28
- Impact on Social Welfare Services 29
- Unemployment Costs 31
- Crime and Prison Costs 31
- The Cost of Educating Dropouts 33
- Benefit Cost Analysis Conclusions 35

Part 3: Program Responses to the Dropout Problem 36

- Descriptions and Characteristics of Programs 37
- Components of Effective Programs 37
- Summary 44

Directory of Dropout Programs in Texas

Works Consulted

About the Researchers

Tables

		Page
1.1	Texas dropout study project: research reports received and reviewed by type	5
1.2	Results of contact attempts by district: telephone tracking study	8
1.3	Summary of telephone tracking results for all districts	9
1.4	Enrollment data and attrition rates in Texas by racial/ethnic affiliation and sex: Texas, 1982-83 to 1985-86	11
1.5	Enrollment data and attrition rates by district size: Texas, 1982-83 to 1985-86	12
1.6	Enrollment data and attrition rates by education service center region: Texas, 1982-83 to 1985-86	13
1.7	Enrollment data and attrition rates by JTPA service delivery areas: Texas, 1982-83 to 1985-86	17
1.8	Dropout rates of youth, age 16 to 24, by age group, sex, and racial/ethnic affiliation: Texas, 1980	19
1.9	Percentages of dropouts, age 16 to 24, with less than nine years of schooling, by sex and racial/ethnic affilliation: Texas, 1980	19
1.10	Civilian employment rates of youth, age 16-24, and those who are dropouts, by age group, sex and racial/ethnic affiliation: Texas, 1980	20
1.11	Percentages of dropouts, age 16 to 24, by labor force status, sex, age group and racial/ethnic affiliation: Texas, 1980	21
1.12	Estimated numbers and rates of Texas young people, age 16 to 24, who are not enrolled in school and have not completed high school, by age group and selected standard metropolitan statistical area or part of area: Texas, 1980	23
1.13	Estimated numbers and rates of Texas young people, age 16 to 24, who are not enrolled in school and have not completed high school, by age group and JTPA service delivery area: Texas, 1980	24

Page

1.14 Estimated numbers and rates of Texas young people who are not enrolled in school and have not completed high school, by racial/ethnic affiliation and JTPA service delivery area: Texas, 1980 25

2.1 Projected total earnings and tax losses to Texas due to projected attrition rates among 1982-83 ninth graders 29

2.2 Summary of costs and benefits 34

3.1 Summary of responses to surveys 36

3.2 Executive summary of program descriptions 38

3.3 Executive summary of program characteristics 39

3.4 Summary of responses to requests for evaluation reports 40

Figures

		Page
1.1	Regional education service centers in Texas	14
1.2	Service delivery areas in Texas	16
2.1	Cost estimation model	30
3.1	Prototype of a dropout program	43

Matrices

		Page
3.1A	Summary of school district program descriptions	45
3.1B	Summary of school district program characteristics	46
	Key to matrices, 3.1A & 3.1B	47
3.2A	Summary of agency program descriptions	48
3.2B	Summary of agency program characteristics	49
	Key to matrices, 3.2A & 3.2B	50
3.3A	Summary of college program descriptions	51
3.3B	Summary of college program characteristics	52
	Key to matrices, 3.3A & 3.3B	53
3.4A-1	Summary of service delivery area program descriptions	54
3.4A-2	Summary of service delivery area program descriptions, continued	55
3.4B-1	Summary of service delivery area program characteristics	56
3.4B-2	Summary of service delivery area program characteristics, continued	57
	Key to matrices, 3.4A & 3.4B	58

EXECUTIVE SUMMARY

This report presents the results of the dropout studies conducted by Intercultural Development Research Association (IDRA) under contract with the Texas Department of Community Affairs (TDCA) in collaboration with the Texas Education Agency (TEA). The major research tasks were designed to examine three primary questions:

(1) What is the magnitude of the dropout problem in the State of Texas?

(2) What is the economic impact of the dropout problem for the State?

(3) What is the nature and effectiveness of in-school and alternative out-of-school programs for dropouts in the State?

The research was conducted during the period of May to October, 1986. Given the paucity of reliable data on dropouts, research methods included primary analyses of data collected by IDRA and secondary analyses of available databases including Fall Survey and Annual Performance Report information collected by TEA and census data collected by the U.S. Bureau of the Census. Major findings are listed below.

Major Findings

Magnitude of the Problem

1. The 1985-1986 attrition rate for Texas high schools was 33 percent.

2. One in five Texas young people (nearly half a million) age 16 to 24 were not enrolled in school and had not completed the twelfth grade in 1980.

3. Three out of ten Texas dropouts -- 152,000 young people -- had completed fewer than nine years of schooling when they left school.

4. Approximately 85 percent of Texas dropouts were born in the United States; less than 15 percent were born in a foreign country.

5. Of the nearly half a million Texas dropouts age 16 to 24, more than half (52 percent) were male.

6. Among females, attrition rates ranged from a low of 26 percent for White females to a high of 43 percent for Hispanic females.

7. Attrition rates differed markedly for three racial/ethnic groups in the State: 27 percent for Whites, 34 percent for Blacks, and 45 percent for Hispanics.

8. Hispanic youth, age 16 to 19, were twice as likely, and youth age 20 to 24, nearly three times as likely to have left school prior to the completion of the twelfth grade as their White counterparts.

9. Nearly half of Hispanic dropouts had completed less than ninth grade when they discontinued schooling compared to 18 percent of White and Black dropouts who discontinued schooling before ninth grade.

10. Black male dropouts were less likely to be employed than either Hispanic or White male dropouts; two in five Black male dropouts, age 16 to 19, in contrast to one in five of Whites and 26 percent of Hispanics in that age group, were not in the labor force.

Dropout Accounting Procedures

11. Thirty-nine percent of Texas school districts have a system for identifying dropouts.

12. The majority of districts follow similar but not identical forms of the TEA dropout definition.

13. Sixty-two percent of districts do not use a dropout formula for calculating their dropout rate; among districts who have a formula, 9 percent use Average Daily Attendance while 24 percent use Average Daily Membership as the base figure.

14. Only 3.5 percent of districts have conducted some form of dropout research with only nine districts conducting formal research studies on dropouts.

Statewide Tracking Survey

15. Sixteen percent of the students tracked who were presumed dropouts had not dropped out of school.

16. Twenty-eight percent of the students tracked were employed; of these, most worked at labor intensive, minimum wage jobs.

17. The majority of the students tracked left school because of poor grades, marriage/pregnancy, or financial problems.

Available Dropout Programs

18. Approximately 12 percent of Texas school districts reported having a dropout program; the

number of programs reported by colleges, service delivery areas, and other agencies was not commensurate with the magnitude of the problem.

19. Approximately 89 percent of dropout programs in Texas reported having no evaluation data.

Economic Impact

20. The dropout problem is costing the State $17.12 billion in (a) foregone income and lost tax revenues, and (b) increased costs in welfare, crime and incarceration, unemployment insurance and placement, and adult training and education (for each cohort of dropouts). Every dollar invested in educating potential dropouts is estimated to result in a return of nine dollars.

Implications of the Research

1. *There is a need to develop and use a standardized dropout definition with explicit identification procedures.*

Findings from the district dropout identification and procedures surveys, the dropout research reviews, and the student tracking surveys point to a need for a standardized, uniformly-applied dropout definition with necessary identification procedures. Only 61 percent of districts reported having a system for identifying dropouts. Among these districts, definitions were similar but not uniform. The lack of standard definitions effectively precludes aggregating individual district data across campuses within a particular school system.

Any definition and identification procedure at the State level must accomodate contextual variables at the district level and also be rigorous enough to result in reliable aggregation across districts. In addition, the definition must be sensitive to such issues as summer versus school-term withdrawals, nonattenders often carried on membership rolls, verifiable transfer procedures and completion of graduation requirements.

State efforts at standardizing dropout identification procedures were initiated in the TEA 1985 Annual Performance Report requirements. Dropout reporting requirements for 1986 focus on a districtwide base figure for grades 7-12. Student identification and tracking procedures are also being put in place with the Public Education Information Management System (PEIMS) being developed by TEA. Both of these efforts can serve as a springboard for further standardization.

2. *There is a need to develop standard procedures for calculating the dropout rate.*

As a corollary to the development of a standard dropout definition, calculation procedures must be standardized and clearly specified. IDRA research findings indicate that 62 percent of districts do not use a formula for calculating the dropout rate, despite current reporting requirements developed for local use.

Critical manipulable factors involved in the calculation of dropout rates include: (a) the time frame during which the number of students is counted, e.g., annual versus longitudinal; (b) the range of grade levels included in the dropout rate calculation, i.e., the greater the grade span, the lower the dropout rate; and (c) the student accounting procedures used by the district, e.g., average daily attendance versus average daily membership. While calculations of district dropout rates must remain useful at the local level, State level rates must be used to guide policy deliberations and monitor the effects of State and local intervention strategies.

3. *There is a need to develop a centralized and standardized system for collection of dropout data.*

The extensive variability in district dropout definitions and calculations noted above makes comparability across districts difficult at best. Even with standardization, however, it will become important to develop and maintain a centralized means of aggregating and analyzing dropout data across districts. With a centralized data base, the overall effect of intervention strategies as well as the effect of these efforts on particular populations can be monitored.

4. *There is a need to develop tracking mechanisms which will increase the reliability of dropout counts and will result in more appropriate program interventions.*

Research findings clearly indicate that current communication between and within districts does not facilitate tracking of students who withdraw from a particular school. Approximately 16 percent of the presumed dropouts tracked across the State by telephone or mail reported never having dropped out of school but either transfered or were still enrolled. Within districts, procedures for tracking of students are varied and depend, in part, on district size and resources. Across districts, standard recordkeeping and transfer documentation and follow-up procedures for student withdrawals would greatly facilitate tracking of students as they move from one district to another.

The Migrant Student Record and Transfer System (MSRTS) is the only national long-standing system for tracking students. The centralization of achievement and other data at a single location currently required by the MSRTS might be circumvented through the use of a computer bulletin board concept with subsequent transfer of records remaining at the district to district level. Whatever the configuration of

a feasible tracking system, it is imperative that tracking mechanisms be identified which will enhance our ability to monitor progress in addressing the dropout problem.

5. *There is a need for early dropout intervention efforts given the large numbers of students who leave before the ninth grade.*

IDRA research evidence reveals that three out of ten Texas dropouts had completed fewer than nine years of schooling. Among Hispanic dropouts, almost half had discontinued schooling before completing the ninth grade. Reviews of existing dropout prevention programs in Texas revealed that few focus on pre-high school students. If dropout prevention efforts are to effectively impact at-risk populations, prevention efforts must begin at earlier levels. In doing so, strategies must be program-focused and avoid merely labeling and stigmatizing students at earlier grades.

6. *There is a need for developing and replicating model dropout prevention and recovery programs for particular types of high-risk groups.*

Reviews of available literature and IDRA findings related to existing State programs indicated that information on "what works" is generally fragmented. While some exemplary or model programs are in operation across the country and in the State, there is little systematic and generalizable information which would permit program replication. It is, therefore, important to develop and replicate prototypic programs which have the components which are known to be sucessful: teaching of basic skills, survival skills training, work/study programs, individualized instruction, strengthened guidance and counseling, highly commited and caring teachers with high expectations for their students and community/parent/business liasions.

7. *There is a need to expand the pool of available dropout prevention and recovery programs in order to service the large and diverse dropout population in the State.*

Research on existing dropout programs in Texas revealed that the number currently in operation is inadequate when contrasted with the magnitude of the dropout problem in the State. There is a dearth of formal, structured programs specifically targeted at dropout or dropout-prone youth both within and outside the State's public school systems. In addition to developing and replicating model programs, successful models and strategies must be incorporated into a substantially larger number of diverse programs which will service diverse needs within the dropout population.

In order to serve the diverse migrant population, for example, a Graduation Enhancement Model is being developed by TEA and the Texas Migrant Interstate Program. According to data compiled by the Coordinator of the Program, migrant dropout rates are estimated to be in the 60 to 90 percent range. It is obvious, then, that more and varied programs are needed.

8. *There is a need to develop systematic approaches to the evaluation of dropout prevention and recovery efforts.*

The survey of dropout prevention and recovery programs indicated that 89 percent had no evaluation data. In the absence of such data, conclusions about program effectiveness are not possible. In developing guidelines and standards for evaluation, it is important to ensure that evaluation designs serve to identify programs that work for particular types of participants in particular types of situations. Strategies and results in a prevention program may differ from strategies and results in a recovery effort. Success in a prevention program for nonmigrant students may differ from that for migrant students. The enormity of the dropout problem leads to the inevitable conclusion that all students do not leave school for the same or similar reasons or under the same or similar conditions. Neither the reasons nor the solutions can be the same. Evaluation designs must be able to generate information about what works, for what target group, and under what conditions.

9. *There is a need to develop and link public and private sector initiatives which are proportionate to the massive number of dropouts in the State.*

There are on-going substantive efforts directed at the dropout issue in the State of Texas. State agencies, including TEA and TDCA, have already begun initiatives designed to address the problem from both a prevention and recovery perspective. Private corporations, including Coca-Cola USA and Southwestern Bell, are sponsoring efforts designed to raise awareness of the issues and to develop program alternatives. Foundation support is also being directed at the dropout problem. The Ford Foundation, for example, has established a national dropout initiative which involves public and private sector collaboratives. Further development of communications networks and other linkages between private and public sector initiatives is central to effective dropout interventions. Coordination is also crucial to maximizing the return on the investment which must be made.

The linkages and networking which are necessary to produce results in the area of school dropouts will be facilitated by working within the concept of the educational pipeline. A focus on the student as he or she progresses through the pipeline, i.e., kindergarten through public schooling and on to a college ed-

ucation, provides context and continuity. The Dallas County Community College District, for example, has established Adopt-A-School partnerships with area middle schools. College faculty are given release time in order to provide staff development and technical assistance to schools.

10. *There is a need to make an investment in dropout prevention and recovery efforts which is commensurate with the magnitude of the problem and its economic impact in the State of Texas.*

The number of dropouts for the graduating class of 1985-1986 was estimated to be 86,000. This represents a 33 percent attrition rate for a single group of high school students over a three-year period. Over the course of their lifetime, projected losses in tax revenue averaged $58,930 per dropout. The estimated cost of keeping each of these students in school was $3,859 per averted dropout. In addition, the State would have realized a savings of $652 million in social expenditures related to crime, welfare, incarceration, and unemployment costs. Every dollar invested in educating potential dropouts will result in a return of nine dollars. An investment in human capital yields substantial short and long-term results.

INTRODUCTION

The problem of school dropouts has achieved unprecedented urgency at national, state, and local levels. The importance given to the issue may reflect not a dramatic increase in the number or rate of students dropping out of school before completing the twelfth grade but the increasing educational needs of our society. Whereas only a few years ago a low-skilled labor pool formed the basis of the economy, recent years have seen a trend toward technology and services as the most important labor need for business and industry. Today, the typical blue collar job requires skills for reading and interpreting instructions, tables, graphs, and manuals.

The State of Texas has experienced a similar change in the composition of its labor force. The oil, minerals, and agriculture sectors of the economy have relinquished their demand on labor in favor of technology and a service economy. A recent analysis of the Texas labor market projects that, while the State economy will grow by 21.8 percent between 1982 and 1990, technology-intensive occcupations will grow by 32.0 percent over the same time frame (Texas Department of Community Affairs, 1986). The ability of the State to absorb an illiterate and unschooled labor force has become so limited that there is a State imperative to keep students in school long enough for them to acquire the extensive basic skills, knowledge, and competencies necessary to function in our new society.

To address this imperative, the Texas School Dropout Survey Project was initiated in order to establish an information base for analyzing the dropout problem in Texas and to formulate recommendations to the 69th Legislature based upon research findings. The Project was mandated by House Bill 72 and was funded in the Spring of 1986 by the Texas Department of Community Affairs (TDCA) in collaboration with the Texas Education Agency (TEA). Intercultural Development Research Association (IDRA) was contracted to conduct three of the Project's four research tasks:

Task 1 -- Measure the extent of school dropouts in Texas through valid and reliable dropout indices (Research Task 1).

Task 2 -- Collect and analyze benefit-cost data on the impact of dropouts on the criminal justice and human service systems in Texas (Research Task 3).

Task 3 -- Identify and evaluate in-school and alternative training programs for dropouts in Texas (Research Task 4).

In addition to these three major research areas, the measurement of the extent of school dropouts was supplemented by three tasks in response to requests made by the TDCA and the TEA. These additional research tasks included the following:

1 -- Conduct a meta-analysis of existing school district dropout documentation.

2 -- Design and implement procedures for tracking of student withdrawals in a sample of districts.

3 -- Generate estimates of macrocommunity dropout rates in the State. The research which examined the principal causes for school dropouts (Research Task 2) was conducted by Texas A&M-Prairie View under a separate contract with that institution. No causal data are included in this IDRA report. This report summarizes only the studies conducted by IDRA as part of the Texas School Droput Survey Project. Comprehensive reports for each area of study are available in seven volumes:

Volume 1: Magnitude of the Problem--Census Analysis

Volume 2: Magnitude of the Problem--Attrition Analysis

Volume 3: Magnitude of the Problem--Tracking Study

Volume 4: Magnitude of the Problem--School District Research and Procedures

Volume 5: Benefit-Cost Impact of the Dropout Problem

Volume 6: Program Responses--Their Nature and Effectiveness

Volume 7: Study Methods and Procedures

In conducting the research, several methodological concerns were addressed. The variability and general unavailability of dropout data required multiple methods of analysis in order to generate valid and reliable dropout estimates. Both microtechniques and macrotechniques were used to examine the magnitude of the problem. Microtechniques included (a) collecting data on district dropout identification procedures, (b) examining available district research on dropouts, and (c) conducting a student tracking survey. Through these techniques, intradistrict and interdistrict issues of measurement and definition were identified. Macrotechniques were used to estimate dropout rates. Estimates were generated by developing attrition indices using 1982-1983 and 1985-1986 Fall Survey data provided by the Texas Education Agency. Estimates were also generated by analyzing the 1980 Census five percent Public Use

Microdata Sample. The assessment of the economic impact of the dropout problem to the State was derived from data from State agencies, including the Texas Department of Human Resources (TDHR), the Texas Department of Corrections (TEC), the Texas Department of Community Affairs (TDCA), and the Texas Education Agency (TEA).

In-school and out-of-school alternative training programs for dropout prevention and recovery were identified through surveys sent to school districts, community colleges, service delivery areas, colleges and universities, and private industry councils. Information on the types of programs and services provided was collected and organized into a statewide directory. A meta-analysis of evaluative programs data was deemed inappropriate due to the small number of programs with evaluation data.

A synopsis of findings across all areas of study and an outline of research implications is included in the Executive Summary. Parts 1 through 3 of this report summarize the research for each of the three major areas of study. A "Directory of Dropout Programs in Texas" is appended. A listing of works consulted for these studies is included as the last section of the report.

PART 1

MAGNITUDE OF THE DROPOUT PROBLEM

Any effort to address the issue of school dropouts must begin by determining the magnitude of the problem. Is the problem small, isolated, and best handled at the local level? Or is the problem of school dropouts massive and pervasive and does it demand the attention of a State plan with equally massive State resources and leadership? Is the dropout problem small enough to be addressed by a proportionate rehabilitation effort? Or are the schools losing so many students that even extensive efforts at rehabilitation, may prove so expensive that they are in effect prohibitive?

In the absence of a centralized data base and a standardized definition of dropouts, it was important to examine measurement and definitional issues. For this reason the research design included analyses of current school district procedures and available local research on dropouts as well as the implementation of a statewide student tracking study.

DROPOUT DEFINITIONS, PROCEDURES, AND RESEARCH

In order to obtain information on existing school district dropout definitions, dropout procedures, and dropout research,several subtasks were undertaken:

1. All districts in Texas (n=1080) were surveyed on the availability of local dropout-related research.

2. All regional education service centers in Texas (n=20) were surveyed on the availability of local or regional dropout-related research.

3. A stratified sample of respondent districts (n=143) was selected for the purposes of studying dropout accounting procedures and research findings.

4. Primary results, assessments of research methodology and substantive characteristics for school district research studies were compiled and recorded.

5. Analyses of school district procedures, methods and research findings were conducted.

An initial screening survey sent to all school districts in Texas was completed by 657 districts and resulted in general information on dropout definitions, identification procedures, and available research. This data base provided target districts and specific contacts for further data collection and analysis.

One hundred and forty-three districts (21.8 percent) reported having a system for identifying dropouts and were willing to share further information with the contractors. A dropout identification and procedures survey was designed and sent to these districts. Seventy-eight (56 percent) districts responded.

The districts were surveyed on their use of classifications for withdrawal; their method for calculating the dropout rate; how often the dropout information is updated and where it is kept; and who has the authority to withdraw a student.

The survey results yielded extensive intradistrict and interdistrict variability in both dropout definitions and methodologies, despite the guidelines for dropout identification disseminated by the Texas Education Agency (TEA) in 1985 for Annual Performance Report (APR) purposes.

The majority of districts followed some of the TEA's guidelines for defining "improper" and "proper" reasons for dropping out. Most consider poor or nonattendance, dislike of school, enlistment in the military, economic reasons, employment or work permit, expulsion or suspension, language or communication problems, enrollment in a GED program, low or failing grades, marriage, relocation, being overage (over 18), parental request, quitting school, substance abuse, and summer withdrawal as "improper" reasons for withdrawing. Over 50 percent, however, consider student transfers to a vocational or technical school, or transfer problems as "proper" reasons for withdrawal, contrary to TEA guidelines.

Proper reasons for withdrawal as defined by the TEA guidelines include pregnancy or delivery (for up to one academic year), placement in a correctional institution, death, early college enrollment, physical or mental disability, and transfer to a public or nonpublic school. Sixty-five percent of the districts, however, considered pregnancy or delivery as an improper reason for withdrawal. Other TEA proper reasons for withdrawal which are considered improper by the districts surveyed include placement in a correctional institution (53 percent), early college enrollment (nine percent), physical or mental disability (28 percent), and transfer to a public or non-public school (8 percent).

Districts use various methods for determining the dropout rate. Forty-four percent use original entries, 9 percent use Average Daily Attendance, and 24 percent use Average Daily Membership. A total of 62 percent do not use a dropout formula, per se. Of the 26 districts which provided a formula, 11 used uniquely different formulas, ranging from "simple percentage" to "original entries minus dropouts plus re-entries divided by the original entries."

To further assess the status of district research, including procedures, those districts which reported having conducted research in the screening survey were contacted for copies of dropout reports and/or findings. Of the 657 original respondent districts, 38 school districts reported having conducted dropout research and were willing to share their information. These districts were contacted by telephone and follow-up letter, and were asked to submit copies of their research reports for a subsequent meta-analysis of existing school district dropout research.

The analyses of research reports also yielded extensive variability in the research methodologies employed and in the time periods covered. A proposed meta-analysis of reports was deemed inappropriate due to the aforementioned variability and the limited availability of reports. Instead, a description and synthesis of research reports was compiled.

The relatively few studies which have been conducted at the local level included two major types: (1) studies of dropouts for purposes of calculating either an annual or a cohort dropout rate; and (2) dropout follow-up research, which focused on the status, needs, and aspirations of former students. Research conducted by respondent districts is summarized in Table 1.1.

Review of both the procedures surveys and the research reports indicated a need for standardizing procedures for determining dropout rates, the number of student withdrawals, and the tracking of students at all levels. Procedures should serve to maintain a reliable and accurate dropout accounting system. In addition, consistency in the tabulation procedures used to calculate dropout rates needs to be addressed.

Definitional Issues

At a conceptual level, numerous dropout definitions have been used to identify a variety of categories of early school leavers. These include: (1) pushouts--students removed from the school setting as undesirables; (2) disaffiliated--students no longer wishing to be affiliated with school; (3) educational mortalities--students failing to complete a program; (4) capable dropouts--family socialization disagrees with school demand; and (5) stopouts--students dropping and reenrolling. At an operational level, three criteria for defining a dropout emerge. These include:

> (1) Is the student currently enrolled?
> (2) If not, has the student been formally transferred to another legitimate institution? and
> (3) Has the student earned a high school diploma or its equivalent?

Based on a review of the above issues, Morrow (1986) proposes the following definition:

> A dropout is any student previously enrolled who is no longer actively enrolled, as indicated by 15 days of consecutive unexcused absences, who has not satisfied State and local standards for graduation, and for whom no formal request has been received signifying enrollment in another State licensed educational institution. (p.353)

This definition is sensitive to such issues as summer versus school term withdrawals, nonattenders often carried on membership rolls,

TABLE 1.1

TEXAS DROPOUT STUDY PROJECT
RESEARCH REPORTS RECEIVED AND REVIEWED BY TYPE

School District	Type of Dropout Research Conducted	Date(s) of Research Reports
Austin	Calculation of Annual Dropout Rate	1983, 1985
	Longitudinal research on student attrition rates and characteristics of dropout youth; development of predictive model	1983
	Tracking and follow-up interviews of dropout students	1984
Corpus Christi*	Tracking and follow-up interviews of dropout students; calculation of projected dropout rates	1986
Dallas	Calculation of annual dropout rates and analysis of withdrawal records data	1973, 1974, 1975, 1976, 1977, 1979, 1980, 1981, 1982, 1983
Houston	Calculation of Annual Dropout Rates and analysis of withdrawal records data	1984, 1985
	Issues in defining and enumerating dropouts	1985
	Demographic and academic characteristics of dropouts	1985
	Dropout Intervention Strategies	1985
	Summer disappearances; effect of inclusion of dropout rates	1985
	Telephone tracking interviews of dropouts	1986
Ysleta	Tracking and telephone interviews of dropouts	1985
Brownsville	Calculation of Annual Dropout Rate and analysis of withdrawal data	1986
Santa Gertrudis	Longitudinal study of student attrition	1985, 1986
McAllen	Comparative analysis of student dropouts and non-dropouts including analysis of student demographics, academics, discipline; parent and school personnel perspectives on dropout-related issues	1986
Tyler	Calculation of Annual Dropout Rate; comparisons of effects of using alternative methodologies; analysis of withdrawal records data	1985

*Conducted for Private Industry Council/JTPA; included all districts in Nueces County.

verified transfer procedures, and completion of graduation requirements. A similar dropout definition has been proposed by the Houston Independent School District (1985) and reads as follows:

> A pupil who leaves school for any reasons except death, before graduation or completion of a program of studies, and without transferring to another school (p 2).

Analyses of surveys and review of local research data revealed that, in Texas, the lack of standard definitions effectively precluded aggregating individual district data across school systems, and in some cases, even prevented longitudinal analyses of individual school system dropout studies.

Computation of Dropout Rates

Differences in the computation of a dropout rate also resulted in incompatible and inconsistent findings. A dropout rate is expressed as a fraction or ratio where the numerator is the number of special cases and the denominator is the total number of possible cases. In computing the dropout rate, the numerator is the number of students defined as dropouts divided by the pool of students from which the dropouts originated, which is the denominator.

At least three factors influence the mathematical computation of a dropout rate: (1) the time frame, (2) the range of grade levels, and (3) student-accounting procedure. In terms of time frame, two primary indices are commonly generated -- the annual dropout rate and the longitudinal cohort dropout rate. The annual dropout rate, which is the most common of the two, uses a single school year as its time frame. The number of dropouts in a given year, the numerator, is usually the total number of the district's dropouts from across all grade levels. This number is divided by the total number of students enrolled in a single year, the denominator, either at a single grade level or at multiple grade levels. The cohort dropout rate has a time frame of several years with calculations focusing on a segment of the school's population. This method is used to track the number of dropouts in terms of a particular group of students, usually a group expected to graduate together. The cohort dropout rate presents a more accurate picture of the district's dropout rate or holding power. (Morrow, 1986)

The second factor which influences the mathematical computations of a dropout rate is the grade level distribution of the baseline population, i.e., the range of grade levels most likely to generate dropouts. The inclusion of all grade levels (K - 12) as the denominator tends to reduce the dropout ratio while limiting the grade levels (e. g., 7 - 12 or 9 - 12) tends to increase the ratio.

The student accounting process is the third factor which may influence the computation of a dropout rate. Student accounting refers to the approach used to tally the number of students enrolled in a district and the enrollment figure is based on either the Average Daily Attendance (ADA) or the Average Daily Membership (ADM). Since ADA is usually less than ADM, using ADM as the denominator produces a lower dropout rate than using ADA as the denominator. Given the variance in rates which can be produced by using any combination of the options noted, determination of a State rate will require the standardization of not only the dropout definition, but also of the specific numbers to be incorporated into the calculation formula. When a variety of dropout indices are used, it is imperative that decisions regarding time frame, grade span and student accounting procedure be clearly made and specified.

TRACKING OF STUDENT WITHDRAWALS

Another microtechnique for examining the issue of dropouts is the tracking of students who have withdrawn. At a local level, a few school districts in Texas have conducted tracking studies with mixed results.

The Austin Independent School District conducted a very effective tracking effort. In 1984, the district tracked a group of students from 1978-1979 to 1982-1983. By assigning each student a school-leaver code and updating the list for reentries thfrom 1978-1979 to 1982-1983. By assigning each student a school-leaver code and updating the list for reentries the AISD tracked 5,039 students. They found that 48 percent had graduated, 15 percent had transferred, 10 percent had enrolled for a fifth year, 19 percent had dropped out, and 8 percent were class-

ified as "other leavers." Reasons for dropping out were not addressed.

In 1986, the Corpus Christi Independent School District took a random sample of 300 presumed dropouts and was able to contact and interview 117 (39 percent) by phone. Personal or family problems were cited as the main reasons for dropping out.

The Houston Independent School District attempted to track 5,000 dropouts in 1986 and was able to interview 336 (6.7 percent) by phone. Of the 293 interviews which were usable for analysis, 97 (33 percent) were enrolled in school at the time. They found "just dropped out" was the main reason for dropping out.

From a total of 1,186 eighth-grade dropouts, the Ysleta Independent School District selected a random sample of 300 and contacted 47 percent by phone. Their 1985 study found 20 percent were still in junior high school while 13 percent were enrolled outside of Yselta ISD. Only 42 of the 300 (14 percent) had dropped out of school. The main factors cited for dropping out were marriage, pregnancy, poor grades, jobs, conflicts with teachers, and an incompatibility with the school system.

For purposes of the IDRA statewide survey, procedures for the tracking of 1500 student withdrawals were designed and implemented in 10 districts selected for district size, geographic location, ethnic concentration, and special populations distribution. Sample districts were selected on the basis of TEA recommendations, the districts' willingness to participate, and the districts' capacity for identifying students who have withdrawn.

The ten districts (Austin, Brownsville, Corpus Christi, Dumas, Edgewood, Fort Stockton, Fort Worth, Lubbock, Pittsburg, and Tyler) made available their most recent withdrawal lists with available demographic and bibliographic data. A random sample of 150 presumed dropouts was selected from the larger districts while entire populations were used for those districts whose presumed dropout population was less than 150.

An in-depth telephone interview form was developed in both English and Spanish, and was used to elicit information on dropouts and their work status. The following information was also requested: reason(s) for withdrawal, unfilled personal and academic needs, future goals, degree of acculturation, and parents' influence on the decision to leave or return to school.

A team of surveyors was rigorously trained to follow specific interview protocols and instructions, thus establishing quality controls and minimizing interviewer bias. Three telephone contact attempts resulted in a contact rate of 21 percent. Contact attempts are summarized in Table 1.2 for each district. After three telephone contact attempts failed, two further attempts to contact the students were made using a modified one-page mail survey. The interviewer asked the respondent whether he or she had dropped out of school and whether he or she was working. Questions abut reason(s) for leaving school were also asked. One hundred and thirty-four students (11. percent) responded to the mail survey before the data collection closing date.

Most of the "no contacts" for the telephone study were the result of disconnected phones, outdated telephone numbers, or the unavailability of respondents for the summer. Future tracking efforts may achieve higher contact rates by scheduling calls during the school year, thereby maximizing the availability of respondents. Many of the "no contacts" for the mail survey were the result of outdated addresses (32.9 percent), while the other "no contacts" remained unaccounted.

Both surveys yielded interesting results. Fourteen percent of the students contacted by telephone and 22 percent of the mail survey respondents had not dropped out, but either transfered or had never left school. The majority of the confirmed dropouts left school because of failing grades, House Bill 72 absentee rule, marriage, or financial difficulties at home. These reasons for leaving school are consistent with those cited in other studies (Peng, 1982).

In addition, most of the students who had dropped out of school and were employed (26 percent) were working at labor intensive, minimum wage jobs. A few had received their GED (1.3 percent) or had returned to school (12 percent). Contrary to parental advice to stay in school, most students chose to leave for the reasons noted.

TABLE 1.2

RESULTS OF CONTACT ATTEMPTS BY DISTRICT: TELEPHONE TRACKING STUDY

District	Contact		No Contact		Total	
	n	%	n	%	n	%
Austin	32	15.4	176	84.6	208	100.0
Brownsville	46	21.0	173	79.0	219	100.0
Corpus Christi	45	20.5	174	79.5	219	100.0
Dumas	13	22.8	44	77.2	57	100.0
Edgewood	37	38.5	59	61.5	96	100.0
Ft. Stockton	25	16.2	129	83.8	154	100.0
Ft. Worth	41	21.6	149	78.4	190	100.0
Lubbock	42	19.4	174	80.6	216	100.0
Pittsburg	4	16.0	21	84.0	25	100.0
Tyler	33	22.8	112	77.2	145	100.0
	318	20.80	1211	79.20	1529	100.0

There were no marked differences in answers between male and female telephone survey respondents, except in the area of employment; 36 percent of the males were employed and 17 percent of the females were employed. In addition, 51 percent of the males reported that their friends also had left school, while only 38 percent of the females gave that answer.

There were also a few differences between male and female responses to the mail survey responses. Thirty-six percent of the males were currently employed while only 20 percent of the females had jobs. A summary of findings can be found in Table 1.3.

Although the tracking of presumed dropouts is both labor intensive and costly, it is an effective means of examining a district's dropout identification procedures. In addition to examining district procedures, students who have withdrawn offer a wealth of information concerning the reasons for their withdrawal, their present status, and their future goals. Such information is valuable if districts are to identify the problem areas within the system and to implement intervention strategies to reduce the dropout rate.

Tracking efforts can best be implemented if one person, designated within a district, is responsible for identifying and following dropouts. Using standardized tracking procedures, including interdistrict and intradistrict communication,district personnel can effectively track dropouts. Considering that the telephone and mail tracking studies yielded a combined contact rate of 18 percent despite the limitations of time, of contacting students from ten different districts with varying amounts of demographic data, and of contacting them during the summer, individual districts should fare considerably better in their efforts.

State efforts at standardizing identification and calculation procedures were initiated in the Annual Performance Report requirements for reporting dropouts. Student identification and tracking procedures are also being put in place with the Public Education Information Mangement System (PEIMS) being developed by TEA.

TABLE 13

SUMMARY OF TELEPHONE TRACKING STUDY RESULTS FOR ALL DISTRICTS

	Dropout		In School		Employed	
	#	%	#	%	#	%
Yes	242	76.1	38	12.0	84	26.4
No	45	14.2	217	68.2	159	50.0
No Response	3	9.7	63	19.8	75	23.6
Total	318	100.0	318	100.0	318	100.0

	Work hours per week	Wages per hour
Mean	35.19 (n=21)	$4.87 (n=29)
Range	Highest: 70 (n=2) Lowest: 8 (n=1)	Highest: $11.00 (n=1) Lowest: $ .85 (n=1)

In order to inform decision-makers at the State level, it is important that a data collection system include: greater standardization in definition and computation, more emphasis on maintaining accurate and reliable records, and a process for validating aggregate data. Until standard definitions and computation methods are established, even the legislative goal of reducing the dropout rate to 5 percent remains undefinable. Without adequate standardization, it will be impossible to measure progress in reducing the dropout rate to a defined five percent.

Given the current nonuniformity in defining dropouts, in computing a summary statistic (dropout rate) and in collecting and coding primary data, IDRA used a longitudinal attrition calculation for estimating a reliable cohort dropout rate. The results of the attrition study are summarized below.

STUDY OF ATTRITION DROPOUT ESTIMATES

The index developed and used by IDRA consists of taking grade level enrollments for a base year and comparing them to enrollments in subsequent years. Since school and district enrollments are not constant, with changes in size due to increasing or declining enrollments, it is necessary to take the growth trend into account in computing the attrition rate. The size change ratio was calculated by dividing the total district enrollment for the longitudinal study end year by the total district enrollment for the base study year. Multiplying the base year enrollment by the district change ratio produces an estimate of the number of students expected to be enrolled at the end year. Mathematically, the formula is expressed as follows:

$$(S^1*(D^2/D^1))-(S^2)/(S^1*(D^2/D^1))$$

Where:

S^1 = district's 9th grade enrollment in the base year

S^2 = district's 12th grade enrollment in the end year

D^1 = district's total high school enrollment in the base year

D^2 = district's total high school enrollment in the end year

For example, if a district had 1,000 high school students in 1982 with 300 of them in the ninth grade and three years later the high school population had increased to 1,200, the number of twelfth graders expected would be the original 300 plus an increase of 60 (300 x .20). Conversely, enrollment declines at the high school would reduce the expected number of students in the end year by the percentage of enrollment decline which the district had experienced.

The IDRA attrition index incorporates several assumptions. One assumption is that the number of students transfering in and out of the school district is fairly constant among the various grade levels included in the longitudinal time span. A second assumption is that the number of students retained at each grade level is fairly constant from one year to the next. Variations in the number of retentions in each grade level included in the longitudinal study have a negligible effect as long as there is no marked increase or decrease in the number of students retained at a specific grade level during the span of the longitudinal study.

In order to narrow the margin of error in determining attrition rates for the State of Texas, IDRA limited its longitudinal study to a three-year period. The ninth grade class in 1982-83 was used as the base year and the twelfth grade class in 1985-86 was used as the end year. Using Fall Survey membership data supplied by the Texas Education Agency, the study followed a cohort of students in order to produce an attrition rate.

Attrition rates derived in the study should be interpreted as conservative estimates of the magnitude of school dropouts. There is evidence in the literature and support in our study of census data that students drop out of school as early as the elementary school grades and that the number of dropouts in middle school, particularly in the transition between junior high and high school, is rather large. Students who dropped out before reaching the ninth grade are not included in the attrition estimates. Also, students who may have dropped out during the senior year are not included in the count.

A complete discussion of the validity and reliability of this attrition index is included in the full report of this study. The larger the unit of analysis, the more precise the results. That is, attrition estimates at the regional and State levels are very reliable. Estimates at the individual district level may be less accurate. The attrition data which are reported below are conservative and reliable macroestimates of the magnitude of the dropout problem in Texas.

Statewide Analyses By Race/Ethnicity and Sex

As an aggregate, the State of Texas had an attrition rate of 33 percent (see Table 1.4). Approximately 86,000 students were lost from the cohort of 9th grade students beginning 1982-83 and the 12th grade students in 1985-86. During that same time period, overall enrollments at the high school level increased from 818,042 in the Fall of 1982 to 868,263 in the Fall of 1985.

Enrollment data and attrition rates for the State of Texas by race/ethnicity and sex are also included in Table 1.4. Attrition rates differed markedly for the three major racial/ethnic groups in the State: 27 percent for Whites, 34 percent for Blacks and 45 percent for Hispanics.

The attrition rate for males was 35 percent compared to 32 percent for females. Within each racial/ethnic group, the attrition rate for males exceeded that of their female counterparts. Among males, the attrition rates ranged from a low of 28 percent for White males to a high of 51 percent for American Indian males. Among females, the attrition rates ranged from a low of 26 percent for White females to a high of 43 percent for Hispanic females.

Attrition Rates By Size and Geography

Table 1.5 presents enrollment data and attrition rates by size of district. Generally, the larger the school district, the higher the attrition rate. Rates ranged from a low of 25 percent for districts having less than 100 high school students to a high of 37 percent for districts having 10,000 or more.

Enrollment data and attrition rates for each of twenty Education Service Center (ESC) regions in Texas are presented in Table 1.6. ESC geographic boundaries and headquarters are

TABLE 1.4

ENROLLMENT DATA AND ATTRITION RATES IN TEXAS BY RACIAL/ETHNIC AFFILIATION AND SEX: TEXAS, 1982-1983 TO 1985-1986

	9th Grade Enrollment 1982-83	12th Grade Enrollment 1985-86	High School (9th-12th Grade) Enrollment 1982-83	High School (9th-12th Grade) Enrollment 1985-86	12th Grade Expected Enrollment 1985-86	Attrition (Number)	Attrition Rate (Percentage)
Hispanic							
Male	34,884	20,421	101,755	112,920	38,712	18,291	47
Female	31,860	20,344	96,922	108,410	35,636	15,292	43
Total	66,744	40,765	198,677	221,330	74,348	33,583	45
Black, Not Hispanic							
Male	18,776	11,801	62,710	61,637	18,455	6,654	36
Female	17,937	12,336	61,783	61,829	17,950	5,614	31
Total	36,713	24,137	124,493	123,466	36,405	12,268	34
American Indian/Alaskan Native							
Male	222	106	683	671	218	112	51
Female	216	119	662	588	192	73	38
Total	438	225	1,345	1,259	410	185	45
Asian/Pacific Islander							
Male	1,774	1,615	5,887	8,154	2,457	842	34
Female	1,530	1,499	4,937	9 7,036	2,180	681	31
Total	3,304	3,114	10,824	15,190	4,637	1,523	33
White, Not Hispanic							
Male	70,159	52,699	247,474	258,917	73,403	20,704	28
Female	65,761	51,347	235,228	248,101	69,360	18,013	26
Total	135,920	104,046	482,702	507,018	142,763	38,717	27
All Groups							
Male	125,815	86,642	418,509	442,299	133,245	46,603	35
Female	117,304	85,645	399,532	425,964	125,318	39,673	32
Total	243,119	172,287	818,042	868,263	258,563	86,276	33

TABLE 1.5

ENROLLMENT DATA AND ATTRITION RATES BY DISTRICT SIZE: TEXAS, 1982-83 TO 1985-86

District Size (number of districts)*	9th Grade Enrollment 1982-83	12th Grade Enrollment 1985-86	High School (9th-12th Grade) Enrollment 1982-83	High School (9th-12th Grade) Enrollment 1985-86	12th Grade Expected Enrollment 1985-86	Attrition (Number)	Attrition Rate (Percentage)
Less than 100 students (n = 225)	3,752	2,939	13,333	13,898	3,911	,972	25
100 - 499 students (n = 467)	32,333	24,172	112,130	117,953	34,012	9,840	29
500 - 999 students (n = 117)	24,712	17,956	83,126	90,592	26,932	8,976	33
1,000 - 2,499 students (n = 91)	36,850	27,007	126,510	134,427	39,156	12,149	31
2,500 - 4,999 students (n = 34)	35,657	26,369	122,310	133,724	38,985	12,616	32
5,000 - 9,999 students (n = 20)	40,318	29,004	132,400	145,702	44,369	15,365	35
10,000 students and over (n = 13)	69,497	44,840	228,233	231,967	70,634	25,794	37
All District Sizes (n = 967)	243,119	172,287	818,042	868,263	257,999	85,712	33

*District size is based on the 9th-12th grade enrollment in the base year

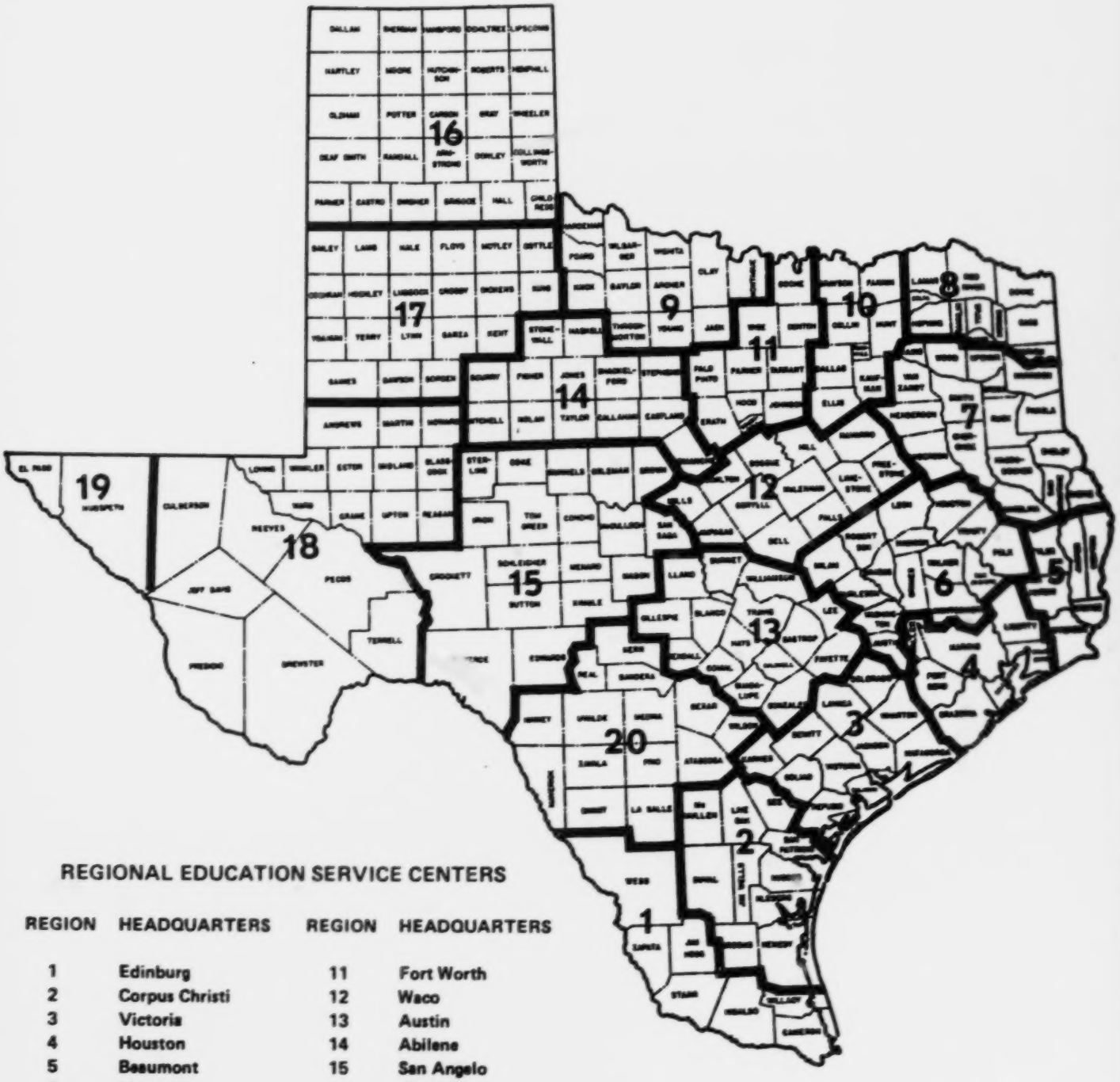
TABLE 1.6

ENROLLMENT DATA AND ATTRITION RATES BY EDUCATION SERVICE CENTER REGION: TEXAS, 1982-83 TO 1985-86

Education Service Center Region	9th Grade Enrollment 1982-83	12th Grade Enrollment 1985-86	High School (9th-12th Grade) Enrollment 1982-83	High School (9th-12th Grade) Enrollment 1985-86	12th Grade Expected Enrollment 1985-86	Attrition (Number)	Attrition Rate (Percentage)
Region 1	15,251	9,891	45,208	51,619	17,414	7,523	43
Region 2	7,893	5,708	28,302	28,682	7,999	2,291	29
Region 3	4,227	3,195	15,659	15,289	4,127	932	23
Region 4	52,203	34,461	168,587	176,898	54,776	20,315	37
Region 5	7,285	5,597	26,836	26,038	7,068	1,471	21
Region 6	8,104	5,651	27,026	28,372	8,508	2,857	34
Region 7	11,269	8,724	39,876	42,187	11,922	3,198	27
Region 8	3,970	3,035	14,687	14,830	4,009	974	24
Region 9	3,058	2,321	11,161	11,407	3,125	804	26
Region 10	33,285	23,306	111,883	119,395	35,520	12,214	34
Region 11	19,737	15,468	69,968	78,058	22,019	6,551	30
Region 12	7,158	5,632	26,443	28,026	7,587	1,955	26
Region 13	12,967	9,697	43,381	49,662	14,844	5,147	35
Region 14	3,621	2,674	12,580	12,921	3,719	1,045	28
Region 15	4,033	2,798	13,146	13,460	4,129	1,331	32
Region 16	5,590	4,323	20,155	20,704	5,742	1,419	25
Region 17	6,180	4,375	21,933	21,267	5,992	1,617	27
Region 18	5,784	3,956	19,691	20,134	5,914	1,958	33
Region 19	10,330	7,024	32,147	35,105	11,281	4,257	38
Region 20	21,174	14,451	69,373	74,209	22,650	8,199	36
All Regions	243,119	172,287	818,042	868,263	258,345	86,058	33

FIGURE 1.1

REGIONAL EDUCATION SERVICE CENTERS IN TEXAS



REGIONAL EDUCATION SERVICE CENTERS

REGION	HEADQUARTERS	REGION	HEADQUARTERS
1	Edinburg	11	Fort Worth
2	Corpus Christi	12	Waco
3	Victoria	13	Austin
4	Houston	14	Abilene
5	Beaumont	15	San Angelo
6	Huntsville	16	Amarillo
7	Kilgore	17	Lubbock
8	Mount Pleasant	18	Midland
9	Wichita Falls	19	El Paso
10	Richardson	20	San Antonio

presented in Figure 1.1. Attrition rates ranged from a low of 21 percent in ESC Region 5 to a high of 43 percent in ESC Region 1. Attrition rates in twelve ESC regions (Regions 2, 3, 5, 7, 8, 9, 11, 12, 14, 15, 16, and 17) fell below the total ESC average. The attrition rates in seven ESC regions (Regions 1, 4, 6, 10, 13, 19 and 20) exceeded the total ESC average.

Enrollment data and attrition rates were also analyzed for each of the 34 Service Delivery Areas (SDAs) established in Texas for the Job Training Partnership Act Program (see Figure 1.2). Attrition rates, presented in Table 1.7, ranged from a low of 20 percent in the South East SDA to a high of 47 percent for the South Texas Planning Region. Six SDAs (Panhandle, North East, South East, Golden Crescent, Central Texas, and Lubbock/Garza Counties) had attrition rates of 25 percent or less. Fourteen SDAs (North Texas, East Texas, West Central, Texoma, Fort Worth Consortium, Balance of Tarrant County, Balance of Capital Planning Region, City of Corpus Christi and Nueces County, Balance of Coastal Bend Planning Region, Concho Valley, Deep East Texas, Balance of North Central Planning Region, Heart of Texas, and Balance of South Planning Region) had attrition rates of 26 to 30 percent. Five SDAs (Alamo, Balance of Dallas County, Balance of Gulf Coast Planning Region, Permian Basin, and Brazos Valley) had attrition rates between 31 to 35 percent. Five SDAs (Upper Rio Grande, Middle Rio Grande, Balance of Harris County, Hidalgo, and Willacy Counties) had attrition rates between 36 to 40 percent. The remaining five SDAs (City of Dallas, City of Austin and Travis County, City of Houston, Cameron County and South Texas Planning Region) had attrition rates of 41 percent and over.

The use of an attrition index, adjusted for in- and out- migration, has resulted in reliable baseline information on the magnitude of the dropout problem in Texas schools. In order to examine the magnitude of the problem at a community level, supplementary estimates were generated through primary analyses of Census tapes. The results of this study are outlined below.

FIGURE 1.2

SERVICE DELIVERY AREAS IN TEXAS

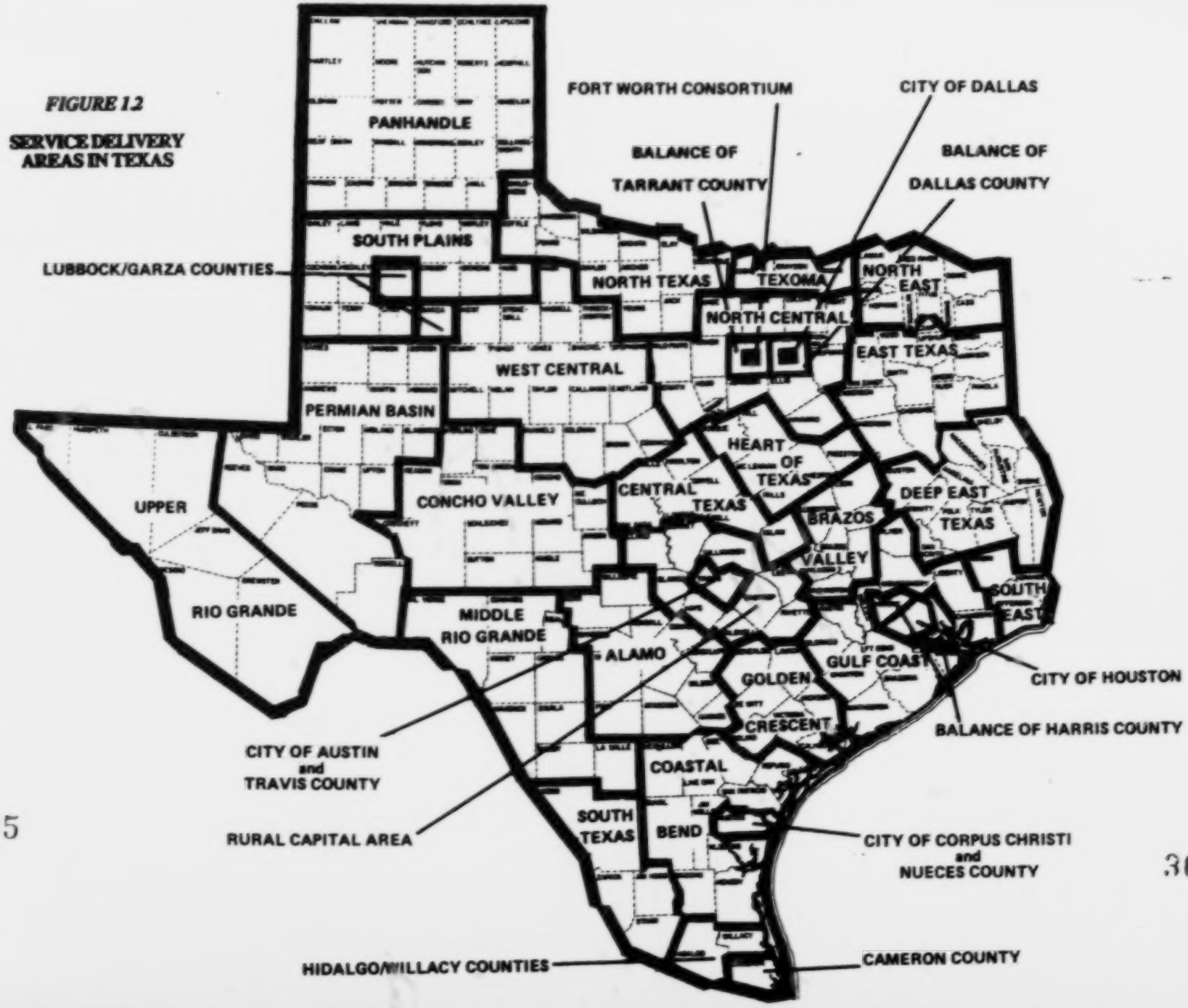


TABLE 1.7

ENROLLMENT DATA AND ATTRITION RATES BY JTPA SERVICE DELIVERY AREAS: TEXAS, 1982-83 TO 1985-86

Service Delivery Area	9th Grade Enrollment 1982-83	12th Grade Enrollment 1985-86	High School (9th-12th Grade) Enrollment 1982-83	High School (9th-12th Grade) Enrollment 1985-86	12th Grade Expected Enrollment 1985-86	Attrition (Number)	Attrition Rate (Percentage)
Panhandle	5,499	4,267	19,876	20,422	5,650	1,383	24
North Texas	3,032	2,283	11,116	11,348	3,095	812	26
North East	3,684	2,817	13,650	13,769	3,714	897	24
East Texas	9,177	7,162	32,537	34,577	9,752	2,590	27
West Central	4,665	3,416	16,072	16,356	4,748	1,332	28
Upper Rio Grande	10,671	7,256	33,256	36,158	11,602	4,346	37
South East	6,073	4,700	22,604	21,855	5,872	1,172	20
Golden Crescent	2,578	1,882	9,394	9,083	2,493	611	25
Alamo	21,481	14,936	71,362	76,526	23,035	8,099	35
Texoma	2,060	1,578	7,364	7,645	2,139	561	26
Central Texas	3,451	2,787	13,030	14,030	3,716	929	25
Middle Rio Grande	3,026	1,959	9,066	9,696	3,236	1,277	39
City of Dallas	11,565	6,350	36,029	34,610	11,110	4,760	43
Balance of Dallas County	13,775	10,432	47,549	51,902	15,036	4,604	31
Fort Worth Consortium	9,622	7,277	34,736	36,970	10,241	2,964	29
Balance of Tarrant County	3,916	3,230	13,863	16,362	4,622	1,392	30
City of Austin & Travis County	6,213	4,034	19,579	21,619	6,860	2,826	41
Balance of Capital Planning Region	4,377	3,791	15,462	19,043	5,391	1,600	30
City of Houston	15,526	8,753	48,650	46,712	14,908	6,155	41
Balance of Harris County	24,525	17,123	79,413	86,459	26,701	9,578	36
Balance of Gulf Coast Planning Region	17,782	12,519	59,275	63,204	18,961	6,442	34
City of Corpus Christi & Nueces County	4,125	3,161	15,561	16,119	4,273	1,112	26
Balance of Coastal Bend Planning Region	3,918	2,690	13,359	13,156	3,858	1,168	30
Cameron County	4,769	2,951	13,985	15,887	5,418	2,467	46
Hidalgo & Willacy Counties	7,017	4,801	21,391	24,468	7,952	3,151	40
Concho Valley	2,111	1,578	7,172	7,262	2,137	559	26
Permian Basin	5,912	4,030	20,185	20,544	6,017	1,987	33
Brazos Valley	2,601	1,865	9,115	9,433	2,692	827	31
Deep East Texas	4,691	3,450	16,325	16,841	4,839	1,389	29
South Texas Planning Region	3,465	2,139	9,632	11,264	4,052	1,913	47
Balance of North Central Planning Region	12,631	10,320	44,212	51,953	14,843	4,523	30
Heart of Texas	3,601	2,774	13,156	13,645	3,735	961	26
Lubbock & Garza Counties	3,018	2,247	11,141	11,076	3,000	753	25
Balance of South Planning Region	2,562	1,729	8,725	8,276	2,430	701	29
All Service Areas	243,119	172,287	818,042	868,263	258,128	85,841	33

STUDY OF MACROCOMMUNITY DROPOUT RATES

In order to generate macrocommunity estimates of the number of dropouts and dropout rates, IDRA conducted original analyses of the five percent Public Use Microdata Sample (PUMS) of the 1980 Census. Dropouts were defined as young people who were not enrolled in school and had not completed at least twelve years of schooling.

The IDRA study examined drop-out rates for youth, age 16 to 24, in the State of Texas. Data were examined on the basis of gender, racial/ethnic groups and geographic area. The study estimated the amount of schooling which dropouts completed before leaving school and examined their work status and nativity.

According to the 1980 Census, nearly half a million Texas young people, age 16 to 24 in 1980, were not enrolled in school and had not completed the twelfth grade. They constituted one in five of their age group in the State. Sixty percent, 301,000 of these young people, were age 20 to 24. Slightly more than half, 259,000 of them, were young men. Two hundred and thirty thousand were Whites, 197,000 were Hispanics and 64,000 were Blacks. The other 6,000 were Native Americans or Asian Americans.

Four hundred and twenty-seven thousand of the dropouts, 86 percent of the total number of dropouts, were born in the United States. Of the 70,400 foreign-born dropouts, 88 percent were Hispanics, 6 percent were Whites and 5 percent were Asians or others who did not identify themselves with the major ethnic groups in Texas.

Studies of dropouts and potential dropouts in the United States, including the U.S. Department of Education's graduation rates, usually assume that young people who become dropouts leave school between the ninth and the twelfth grades. However, many dropouts do not reach ninth grade. The IDRA study indicated that in 1980, three out of ten Texas dropouts--152,000 young people--had completed less than nine years of schooling when they left school. Twenty-seven thousand had completed less than five years of schooling. More than half of those with fewer than five years of schooling were foreign born. However, 104,000 youth, 68 percent of the total number of youth with no more than an eighth grade education, were born in the United States.

Other findings from the IDRA study of dropouts in Texas are summarized as follows:

- Characteristics of Hispanic, White, and Black dropouts in Texas are strikingly different. In 1980, Hispanic youth, age 16 to 19, were twice as likely, and youth, age 20 to 24, nearly three times as likely to have left school prior to the completion of twelfth grade, than their White counterparts (see Table 1.8).

- More alarming for their futures as productive citizens, many Hispanics have very low levels of schooling. Nearly half of the 1980 Hispanic dropouts had completed less than ninth grade when they ended their schooling. In contrast, 81 percent of White youth and 84 percent Black youth who had failed to complete twelve years of schooling had stayed in school at least through ninth grade (see Table 1.9).

- Male dropouts in the two age brackets--16 to 19 and 20 to 24--have higher civilian employment rates than the population in these age groups as a whole. The differences are less for the older age group than for the younger. However, Black youth are less likely to be employed than either Hispanics or Whites (see Table 1.10).

- More Black youth than Hispanics or Whites are "discouraged workers." Two in five Black male dropouts, age 16 to 19, in contrast to one in five of Whites and 26 percent of Hispanics in that age group, were not in the labor force. Black dropouts, age 20 to 24, were three times more likely not to be in the labor force as Whites or Hispanics, age 20 to 24 (see Table 1.11).

- Young women who have not completed high school have lower employment rates than their female counterparts as a whole. In proportional comparison to males, more females are not in the labor force.

TABLE 18

DROPOUT RATES OF YOUTH, AGE 16 TO 24, , BY AGE GROUP, SEX AND RACIAL/ETHNIC AFFILIATION: TEXAS, 1980

Sex/Ethnicity	Age 16-24	Age 16-19	Age 20-24
Male			
Hispanic	35.1	27.9	41.4
White, non-Hispanic	15.0	14.4	15.5
Black, non-Hispanic	21.3	17.9	24.2
Other, non-Hispanic	18.5	16.1	20.1
Total	20.5	18.2	22.3
Female			
Hispanic	33.7	27.1	39.4
White, non-Hispanic	14.5	14.6	14.5
Black, non-Hispanic	17.1	14.9	19.0
Other, non-Hispanic	22.0	22.6	21.7
Total	19.3	17.8	20.5

NOTE: Detail may not add to 100.0 percent because of rounding.

TABLE 19

PERCENTAGES OF DROPOUTS, AGE 16 TO 24, WITH LESS THAN NINE YEARS OF SCHOOLING, BY SEX AND RACIAL/ETHNIC AFFILIATION : TEXAS, 1980

Ethnicity	Male	Female
Hispanic	48.5	49.5
White, non-Hispanic	18.0	19.0
Black, non-Hispanic	16.8	15.6
Other, non-Hispanic	36.4	43.7

NOTE: Detail may not add to 100.0 percent because of rounding.

TABLE 1.10

CIVILIAN EMPLOYMENT RATES OF YOUTH, AGE 16 TO 24, AND THOSE WHO ARE DROPOUTS, BY AGE GROUP, SEX AND RACIAL/ETHNIC AFFILIATION: TEXAS, 1980

	Age 16 to 19		Age 20 to 24	
	Total population	Dropouts	Total population	Dropouts
Male				
Hispanic	44.3	61.7	76.6	78.8
White, non-Hispanic	51.5	62.7	76.6	78.8
Black, non-Hispanic	30.8	36.2	58.2	51.9
Other, non-Hispanic	40.8	46.9	61.5	69.1
Female				
Hispanic	31.6	28.1	53.7	38.1
White, non-Hispanic	43.9	37.1	65.0	42.5
Black, non-Hispanic	29.3	26.1	59.1	41.7
Other, non-Hispanic	36.4	45.8	50.4	38.0

NOTE: Detail may not add to 100.0 percent because of rounding.

TABLE 1.11

PERCENTAGES OF DROPOUTS, AGE 16 TO 24, BY LABOR FORCE STATUS, SEX, AGE GROUP AND RACIAL/ETHNIC AFFILIATION: TEXAS, 1980

Sex /Age Group/Ethnicity	Armed forces	Civilian employed	Civilian unemployed	Not in labor force
Male, age 16 to 19				
Hispanic	1.2	61.7	10.7	26.4
White, non-Hispanic	7.7	62.7	10.0	19.5
Black, non-Hispanic	10.6	36.2	11.7	41.4
Other, non-Hispanic	12.2	46.9	8.2	32.6
Male, age 20 to 24				
Hispanic	1.4	78.8	8.1	11.7
White, non-Hispanic	4.2	78.8	6.6	10.5
Black, non- Hispanic	7.7	51.9	10.1	30.3
Other, non-Hispanic	6.4	69.1	5.3	19.1
Female, age 16 to 19				
Hispanic	*	28.1	7.4	64.4
White, non-Hispanic	0.6	37.1	9.3	52.9
Black, non-Hispanic	0.4	26.1	9.7	63.9
Other, non-Hispanic	*	45.8	6.8	47.5
Female, age 20 to 24				
Hispanic	0.1	38.1	5.6	56.2
White, non-Hispanic	0.3	42.5	5.3	51.9
Black, non-Hispanic	0.1	41.7	9.9	48.3
Other, non-Hispanic	*	38.0	4.6	57.4

*Less than 0.1 of a percent

NOTE: Detail may not add to 100.0 percent because of rounding.

Distribution And Rates By Type And Size Of Site

Dropouts in Texas tend to come from urban areas--towns with a population of at least 2,500 inhabitants (Bureau of the Census, U.S. Government Printing Office, 1983). Nearly half of the civilian dropouts, age 16 to 19 in 1980, lived in central cities in 1980. Altogether, about four out of five of the 16-to-19 year-old civilians who had not completed high school lived in urban places.

Table 1.12 displays the data on numbers of dropout and dropout rates in nineteen of the twenty-six standard metropolitan statistical areas (SMSAs) or parts of SMSAs for which separate data were obtained for this study. Two SMSAs--Beaumont-Port Arthur-Orange and Brownsville-Harlingen-San Benito--coincide respectively with the South East and the Cameron County Service Delivery Areas, established for the Job Partnership Training Act Program.

Distribution And Rates In JTPA Service Delivery Areas

The major purpose of this analysis of Census data was to determine the relative numbers of dropouts and dropout rates for youth, ages 16 to 24, in the thirty-four Service Delivery Areas (SDAs) established in Texas for the Job Training Partnership Act (JTPA) Program. These numbers and rates are shown in Table 1.13. Because the geographic units for which separate data are available from the 1980 Census five percent Public Use Microdata Sample coincide only in part with the SDAs, data have been allocated to the twenty-one SDAs which did not coincide with Census geographic units. The procedures and their implications for the reliability of the data are explained in the full report of this study. The 1980 Census is the only source of data for geographic areas as small as counties and groups of counties, such as the SDAs. Other data may be more recent and may provide more complete information for specific areas, but only data from the Census makes comparisons across geographic boundaries possible.

Major findings on the distribution of dropouts and dropout rates in the SDAs are the following:

* Texas dropouts are widely distributed throughout the State. Half of the SDAs had at least 10,000 dropouts each in 1980.

* The largest groups of dropouts were in the City of Houston with 69,000, the Alamo SDA with 40,000, the City of Dallas with 35,000 and the Balance of Gulf Coast Planning Region SDA--the area around Houston--with 32,000.

* In 1980,at least one out of every five young people, 16 to 24 years of age in the State as a whole and in twenty-one of the thirty-four SDAs had left school prior to the completion of twelfth grade.

* Rates vary among the SDAs. For the 16-to-19-year-old group in 1980, the rates ranged from 10.9 percent in the South East SDA to 25.7 percent in the Middle Rio Grande SDA. For the 20-to-24-year-old group the range was even wider--from 9.5 percent in the Brazos Valley SDA to 38.5 percent for the Middle Rio Grande.

SDAs differ widely in the racial/ethnic composition of their dropout populations and reflect the racial/ethnic composition of their populations. Estimated numbers and rates in 1980 are included as Table 1.14. In the North East SDA, nearly eight in ten of the dropouts were Whites and virtually all the rest were Blacks. In the Cameron County and Hidalgo and Willacy Counties SDAs, nearly all dropouts were Hispanics.

Nine SDAs had at least 10,000 White dropouts. These were also the nine SDAs with the largest numbers overall: Houston, the Balance of Harris County and the Balance of Gulf Coast Planning Region (SDAs around Houston); Dallas, Fort Worth, and Arlington, the Balance of Dallas County, and the surrounding counties in the Balance of the North Central Planning Region SDA; and East Texas and Alamo SDAs. Five SDAs had at least 10,000 Hispanics: the Alamo, Houston, Hidalgo and Willacy Counties, Upper Rio Grande and Dallas SDAs. One SDA had as many as 10,000 Black dropouts: Houston with 12,500. Other large

TABLE 1.12

ESTIMATED NUMBERS AND RATES OF TEXAS YOUNG PEOPLE, AGE 16 TO 24, WHO ARE NOT ENROLLED IN SCHOOL AND HAVE NOT COMPLETED HIGH SCHOOL, BY AGE GROUP AND SELECTED STANDARD METROPOLITAN STATISTICAL AREA OR PART OF AREA: TEXAS 1980

Standard metropolitan statistical area or part of area	Age 16 to 24		Age 16 to 19		Age 20 to 24	
	No.	Rate	No.	Rate	No.	Rate
State	497,100	19.9	196,200	18.0	300,900	21.4
Dallas-Fort Worth	98,100	19.4	38,800	18.2	59,300	20.3
Houston (Harris County only)	93,000	21.7	35,100	20.5	57,900	22.6
San Antonio (Bexar County)	33,200	18.4	13,700	16.3	19,500	20.3
El Paso	16,300	18.1	6,500	15.7	9,800	20.3
Austin	15,100	12.3	5,700	12.6	9,400	12.2
Killeen-Temple	12,000	20.5	4,900	22.6	7,100	19.3
McAllen-Pharr-Edinburg	11,900	26.2	4,600	19.4	7,300	33.4
Corpus Christi (Nueces County only)	10,200	21.7	3,900	18.0	6,400	24.7
Brownsville-Harlingen-San Benito	9,200	26.5	3,500	19.8	5,700	33.4
Beaumont-Port Arthur-Orange	7,900	12.8	2,900	10.3	5,100	14.9
Galveston-Texas City	6,400	19.5	3,100	20.8	3,300	18.3
Lubbock	6,200	12.5	2,300	12.1	3,900	12.8
Longview-Marshall	5,400	20.4	2,100	17.8	3,300	22.6
Amarillo	5,300	17.9	2,000	16.5	3,300	18.9
Odessa	5,300	24.5	1,900	21.4	3,300	28.8
Waco	4,700	13.3	1,800	12.4	2,800	14.0
Abilene (Taylor County only)	4,300	19.3	1,800	19.4	2,500	19.1
Wichita Falls (Wichita County only)	3,900	17.4	1,700	17.3	2,200	17.5
Tyler	3,300	16.6	1,300	14.5	2,000	18.3

NOTE: Detail may not add to 100.0 percent because of rounding.

TABLE 1.13

ESTIMATED NUMBERS AND RATES OF TEXAS YOUNG PEOPLE, AGE 16 TO 24, WHO ARE NOT ENROLLED IN SCHOOL AND HAVE NOT COMPLETED HIGH SCHOOL, BY AGE GROUP AND JTPA SERVICE DELIVERY AREA: TEXAS 1980

Service Delivery Area	Age 16 to 24		Age 16 to 19		Age 20 to 24	
	No.	Rate	No.	Rate	No.	Rate
State	497,100	19.9	196,200	18.0	300,900	21.4
City of Houston[1]	68,600	22.7	25,000	21.9	43,600	23.3
Alamo	40,200	18.8	16,700	16.3	23,600	21.1
City of Dallas[1]	35,200	21.5	13,100	21.2	22,100	21.7
Balance of Gulf Coast Planning Rg.[1]	32,000	22.0	12,500	18.9	19,600	24.6
Balance of Harris County[1]	24,400	19.3	10,000	17.6	14,400	20.6
Cities of Fort Worth and Arlington[1]	20,400	20.5	7,600	19.6	12,900	21.1
Balance of Dallas County[1]	19,700	18.4	8,400	17.5	11,300	19.2
East Texas	19,000	21.5	6,800	16.5	12,200	25.9
Balance of North Central Planning Rg.[1]	18,700	17.3	8,400	16.4	10,300	18.1
Upper Rio Grande[1]	18,400	19.7	5,800	13.4	12,600	25.1
Central Texas[1]	13,200	20.2	5,400	21.4	7,700	19.5
Hidalgo & Willacy Counties[1]	12,800	26.5	5,100	20.1	7,700	33.6
City of Austin & Travis County	12,500	12.9	4,700	14.1	7,900	12.2
Panhandle	12,500	21.2	5,100	19.2	7,400	22.8
Permian Basin[1]	12,500	21.6	6,000	23.6	6,400	20.1
West Central Texas[1]	11,100	22.1	4,500	19.9	6,600	24.0
City of Corpus Christi & Nueces County	10,200	21.7	3,900	18.0	6,400	24.7
Deep East Texas[1]	9,400	20.9	4,100	20.0	5,300	21.6
Cameron County	9,200	26.5	3,500	19.8	5,700	33.4
Balance of Tarrant County[2]	8,500	17.0	3,300	14.1	5,200	19.6
Balance of Coastal Bend Planning Rg.[1]	8,100	22.5	3,300	18.5	4,800	26.5
South East	7,900	12.8	2,900	10.3	5,100	14.9
Balance of Capital Planning Rg.[1]	7,700	18.4	3,800	18.2	3,900	18.7
Heart of Texas[1]	7,200	15.4	2,600	12.7	4,600	17.4
North Texas[1]	7,000	20.3	3,000	18.6	4,000	21.7
Middle Rio Grande	6,900	32.1	2,800	25.7	4,100	38.6
South Texas Planning Rg.	6,900	27.3	3,100	23.3	3,700	31.9
North East	6,700	20.5	2,600	16.2	4,100	24.8
Lubbock & Garza Counties[1]	6,300	12.7	2,400	12.4	4,000	12.9
Balance of South Plains Planning Rg.[1]	5,400	23.2	2,100	18.5	3,300	27.6
Golden Crescent	5,100	20.2	2,000	16.5	3,200	23.4
Brazos Valley	4,900	10.1	2,000	11.1	2,900	9.5
Concho Valley	4,600	20.4	2,100	20.5	2,500	20.3
Texoma[1]	3,800	17.5	1,700	17.0	2,100	17.9

[1] Data have been allocated from non-corresponding Census geographic areas.

[2] Includes cities of Bedford, Euless, Haltom City and White Settlement which are in the Fort Worth Consortium Service Delivery Area. Data have been allocated from the data for Tarrant County which include data for the cities of Fort Worth and Arlington.

NOTE: Detail may not add to totals because of rounding.

TABLE 1.14

ESTIMATED NUMBERS AND RATES OF TEXAS YOUNG PEOPLE, AGED 16 TO 24, WHO ARE NOT ENROLLED IN SCHOOL AND HAVE NOT COMPLETED HIGH SCHOOL, BY RACIAL/ETHNIC AFFILIATION AND JTPA SERVICE DELIVERY AREA: TEXAS 1980

Service Delivery Area	Hispanic		White non-Hispanic		Black non-Hispanic		Other non-Hispanic	
	No.	Rate	No.	Rate	No.	Rate	No.	Rate
State	196,500	34.4	230,100	14.8	64,300	19.2	6,200	20.2
City of Houston[1]	25,500	48.8	29,700	16.4	12,500	19.7	1,000	19.0
Alamo	28,100	29.3	10,100	10.1	1,800	11.5	*	11.5
City of Dallas[1]	10,000	51.3	17,900	16.3	6,700	21.2	*	22.9
Balance of Gulf Coast Planning Region[1]	7,700	40.8	18,400	18.3	5,600	22.6	*	25.5
Balance of Harris County[1]	9,000	41.3	10,500	13.9	4,400	16.7	*	1.6
Cities of Fort Worth and Arlington[1]	4,100	44.8	13,400	17.6	2,400	19.5	*	25.6
Balance of Dallas County	5,600	43.9	10,000	13.9	3,800	18.1	*	19.6
East Texas	2,500	65.6	12,700	19.8	3,700	18.6	*	-
Balance of North Central Planning Region[1]	3,000	42.2	13,300	14.7	2,100	23.6	*	20.2
Upper Rio Grande[1]	13,100	23.0	4,000	13.9	1,000	16.3	*	24.2
Central Texas[1]	2,200	27.4	7,400	18.7	3,200	20.1	*	22.1
Hidalgo and Willacy Counties[1]	12,000	28.9	*	11.7	*	-	*	-
City of Austin & Travis County	4,800	27.7	5,800	8.3	2,000	20.8	*	3.3
Panhandle	4,300	48.3	7,400	15.9	*	16.9	*	-
Permian Basin[1]	5,500	35.4	6,400	16.4	*	21.0	*	-
West Central Texas[1]	3,000	46.0	7,300	18.3	*	21.0	*	-
City of Corpus Christi and Nueces County	7,000	27.8	2,900	14.9	*	12.0	*	-
Deep East Texas[1]	1,000	47.3	6,600	19.0	1,800	22.5	*	-
Cameron County	8,700	29.7	*	8.6	*	-	*	-
Balance of Tarrant County[2]	1,700	37.1	5,600	14.6	1,000	16.2	*	-
Balance of Coastal Bend Planning Region[1]	5,800	28.3	2,100	14.5	*	-	*	-
South East	*	15.3	5,500	12.7	2,000	12.7	*	-
Balance of Capital Planning Region[1]	2,500	32.9	2,900	10.4	1,900	38.7	*	-
Heart of Texas[1]	1,400	38.2	4,200	12.0	1,500	19.3	*	-
North Texas[1]	1,400	45.4	5,100	17.9	*	14.9	*	-
Middle Rio Grande	6,100	37.3	*	15.2	*	-	*	-
South Texas Planning Rg.	6,500	27.7	*	22.6	*	-	*	-
North East	*	-	5,200	24.8	1,100	15.9	*	-
Lubbock & Garza Counties[1]	3,300	36.0	2,500	6.7	*	17.6	*	-
Balance of South Plains Planning Region[1]	3,700	42.2	1,300	10.3	*	20.3	*	-
Golden Crescent	2,600	35.2	1,900	12.3	*	26.7	*	-
Brazos Valley	1,000	23.5	2,400	6.2	1,500	26.8	*	-
Concho Valley	2,300	40.6	2,200	13.7	*	-	*	-
Texoma[1]	*	-	3,100	16.7	*	21.7	*	-

[1] Data have been allocated from non-corresponding Census geographic areas.

[2] Includes cities of Bedford, Euless, Haltom City and White Settlement which are in the Fort Worth Consortium Service Delivery Area. Data have been allocated from the data for Tarrant County which include data for the cities of Forth Worth and Arlington.

*Fewer than an estimated 1,000 persons.

-Base number less than an estimated 1,000 persons.

NOTE: Detail may not add to totals because of rounding.

Black concentrations were found in Harris County outside Houston and other counties surrounding Houston, in Dallas and its county and in the Central Texas and East Texas SDAs.

White dropout rates ranged from 6.2 in the Brazos Valley SDA to 24.8 in the North East SDA. White youth in the Lubbock/Garza Counties and the City of Austin and Travis County SDAs also had rates below 10 percent. In contrast, Whites in the South Texas Planning Region and East Texas SDAs, in addition to those in the North East SDA, had dropout rates of more than 20 percent.

Most Hispanic dropout rates were well over 20 percent and they ranged up to 51.3 in Dallas. There were twelve other SDAs in which 40 to 50 percent of Hispanics, age 16 to 24, had not completed secondary school. Among the SDAs with the largest proportions of Hispanics, the rates were lower: fewer than three in ten young Hispanics in the Alamo and the Hidalgo and Willacy Counties SDAs were dropouts; about one in four Hispanics in the Upper Rio Grande SDA was a dropout.

The dropout rates for Blacks in Texas in 1980 ranged from 11.5 in the Alamo SDA to 38.7 in the SDA consisting of counties surrounding Travis County and the State capital. There were thirteen SDAs in which one in five or more of young Blacks had failed to complete high school.

It is probable that today there are at least as many and possibly more young people in Texas who are not enrolled in school and have not completed twelfth grade than there were at the start of this study. The population, age 16 to 24, has continued to grow since the Census was taken and the higher fertility rates of minorities lead to their numbers increasing faster than those of the white majority. Minorities contribute disproportionately to the numbers of dropouts. The 1984 implementation of statewide minimum competency testing as a school accountability effort does not encourage schools to make extraordinary efforts to hold students they consider otherwise marginal. For these reasons, the number of dropouts in Texas may actually be increasing.

PART 2

THE ECONOMIC IMPACT OF THE DROPOUT PROBLEM

It is implicit in most of the literature related to dropouts that "dropping out" is detrimental to both the individual and society. Popular conceptions abound relating dropouts to increased crime, lower wages, higher unemployment, and diminished life satisfaction, to name but a few. Additionally, many argue that as employers focus greater attention on higher levels of educational achievement, the economic penalty paid by dropouts will become even more severe. Society is also said to suffer both directly and indirectly in lost productivity, a diminished tax base, greater vulnerability to foreign competition, and greater general dissatisfaction in the population. Yet to prevent or remediate such conditions, substantial financial resources must be allocated. The prevention of dropouts would at minimum require two major areas of expenditures: (a) the public education costs required to continue the education of dropouts past the point at which they would have dropped out, and (b) the cost of implementing effective dropout prevention programs. This latter expense is based on the assumption that the current educational system has failed to retain these students and hence an alternative set of programs is required to effect prevention.

The allocation of resources by society to dropout prevention programs is an investment in individual students with an implicit assumption that there will be a positive return to society as a whole. The use of benefit-cost analysis as employed in this study, represents an effort to test this assumption. Specifically, will society in general realize a fiscal benefit by providing effective education to those within society who are currently early leavers of the formal educational system?

Currently, there are costs associated with dropouts. Dropouts do use educational services even though their programs are prematurely aborted. Dropouts also tend to utilize various human services in disproportionate numbers. Further, dropouts are represented in the criminal justice system at a higher percentage than the population as a whole. Dropouts also appear to be unemployed at a higher rate, and of those that are employed, most are found in low income jobs. Their high rate of unemployment and their over-representation in low income jobs not only diminishes their potential lifetime earnings but also reduces the overall federal, state and local tax bases (Levin, 1972; Catterall, 1985). The preceding litany serves as only a partial list of costs incurred by society due to dropouts.

Phenomena such as poverty and incarceration have some quantifiable societal costs associated with them. However, not all the costs in these or similar areas lend themselves to quantification. Not only is it difficult to quantify costs, it is equally difficult to categorize what the costs and benefits would be.

Many of the costs and benefits to be discussed have implications for both the individual and society. If, for example, an individual has a higher probability of going to prison if he or she is a dropout, this represents a cost to both the individual and to society. The individual pays with time, lost wages, psychological and physical pain; his or her family also lose. Society pays directly through the costs of its judicial and correctional system, and indirectly in the loss of contributions this individual could have made to the overall society. To avoid such a situation is a benefit for both the individual and society. Therefore, the elimination or curtailment of many of the costs to be detailed here can be considered direct benefits.

Psychological literature contains a great many studies demonstrating the positive benefit to the individual of having options in life. Indeed, much of the literature related to hopelessness refers to the psychological experiences of those who consider themselves without such options. The literature related to dropouts indicates that one of the negative impacts of dropping out is the limitations this act may place on the individual. The student who drops out is said to: (a) increase his or her probability of unemployment; (b) decrease the range of jobs for which he or she is qualified; (c) increase his or her probability of earning lower wages if employed (which initiates a number of concurrent negative effects associated with lower socio-economic levels); and (d) increase the chances of ending up in what many term "dead end jobs". Each of these results has the ef-

fect of decreasing the potential options available to the individual and possibly to the family.

Negative impact on the individual is difficult to quantify with any degree of accuracy. However, it may act as a precursor to other negative impacts that are more easily measured. The relationship between crime and dropping out is often based on the notion that many individuals with limited options might turn to crime if he or she is unable to succeed in legal settings. Drug and alcohol abuse have been linked to the sensation of hopelessness in the abuser. Violence is also cited as a possible result of a prolonged sense of hopelessness.

Education is but one means of increasing an individual's options. Therefore we must estimate the subset of cases of avoidable problems as a function of increasing education levels. Even assuming for the moment that this is only a subset of the total number of cases, there is another question: How do we ascribe a value to what was lost or suffered in these cases?

In part, a cost can be ascribed. We can, for example, estimate the costs paid by the judicial, correctional, and social welfare systems to serve the subset of individuals who, for want of an adequate education, found themselves with too few options in life. We can estimate the increase in potential positive contributions of these individuals to society had they had an adequate education. While this summary does not permit detailed discussion of all areas examined in the benefit-cost model, key areas are briefly highlighted below.

LOST WAGES AND TAX REVENUES

Over the course of an average lifetime of earnings, differentials in earning power result in substantial losses in wages and tax revenues. In previous studies of the cost associated with inadequate education, estimates of lost wages and tax revenues have played a pivotal role (Levin, 1972; Catterall, 1985). These studies support the conclusion that the costs in lost wages and tax revenues alone can serve as adequate justification for investing in the provision of a more complete education to the pool of would-be dropouts. The present study replicated the work of Levin (1972) and Catterall (1985) to arrive at an estimate of the impact of lost wages and tax revenues to Texas as a function of the dropout problem.

Numerous census reports have documented the lower annual wages earned by dropouts as compared to individuals that complete four years of high school (U.S. Bureau of the Census, 1983; U.S. Bureau of the Census, 1984). In the context of these issues, the central question is: How much less over the course of a lifetime will the average dropout earn in comparison to an individual that graduates from high school?

The Lifetime Earnings Estimates for Men and Women in the United States: 1979 (U.S. Bureau of the Census, 1979) were used as the primary data sources in this area. The report indicates that a man with less than 12 years of education can expect, from age 18 to 65, lifetime earnings of $601,000, while a male high school graduate can anticipate earnings of $861,000. This represents a $260,000 dollar difference. Likewise, a woman with less than 12 years of education is estimated to earn $211,000 as opposed to $381,000 for a woman with a high school diploma. The difference for women is therefore $170,000. Since the current study focuses on Texas, a number of adjustments in the national figures were necessary. After adjusting for regional differences in income and a number of other factors, lifetime earnings losses of $241,630 for men and $146,072 for women were generated.

The Texas attrition rate estimates reported elsewhere in this volume were used to generate the cost figures in the area of lost wages. The attrition rate data indicate, on the basis of the size of the ninth grade class in 1982-83 and the twelfth grade class in 1985-86, a loss of 86,000 students. Assuming, as did Catterall (1985), that 52.72 percent of the dropouts were male and 47.27 percent were female, the resulting estimates are shown in Table 2.1.

The estimated losses in tax revenues were generated by the same method employed in previous studies. Levin (1972) and Catterall (1985) both developed an estimate of the lost tax revenues that would accompany the lost income using an estimate of 30 percent of income. Based on these estimates, this group of students, allowed to leave school at the rates noted, will over time result in a loss in earnings and resultant taxes of approximately 16.89 billion dollars. This represents an average loss in earnings of approximately $137,504 per dropout and an average loss in taxes of $58,930 per dropout.

TABLE 2.1

PROJECTED TOTAL EARNINGS AND TAX LOSSES TO TEXAS DUE TO PROJECTED ATTRITION RATES AMONG 1982-83 NINTH GRADERS

Sex	Estimated Number of Dropouts	Individual Lost Earnings (Adj.)	Total Lost Earnings
Male	45,344	$241,630	$10.955 billion
Female	40,656	$146,072	$5.938 billion

Total gross earnings lost: $16.893 billion

Approximate loss of tax revenues assuming all taxes represent 30 percent of income: $5.068 billion

Estimated net lost earnings (less taxes): $11.825 billion

TOTAL LOST EARNINGS AND TAXES: $16.893 billion

IMPACT ON SOCIAL WELFARE SERVICES

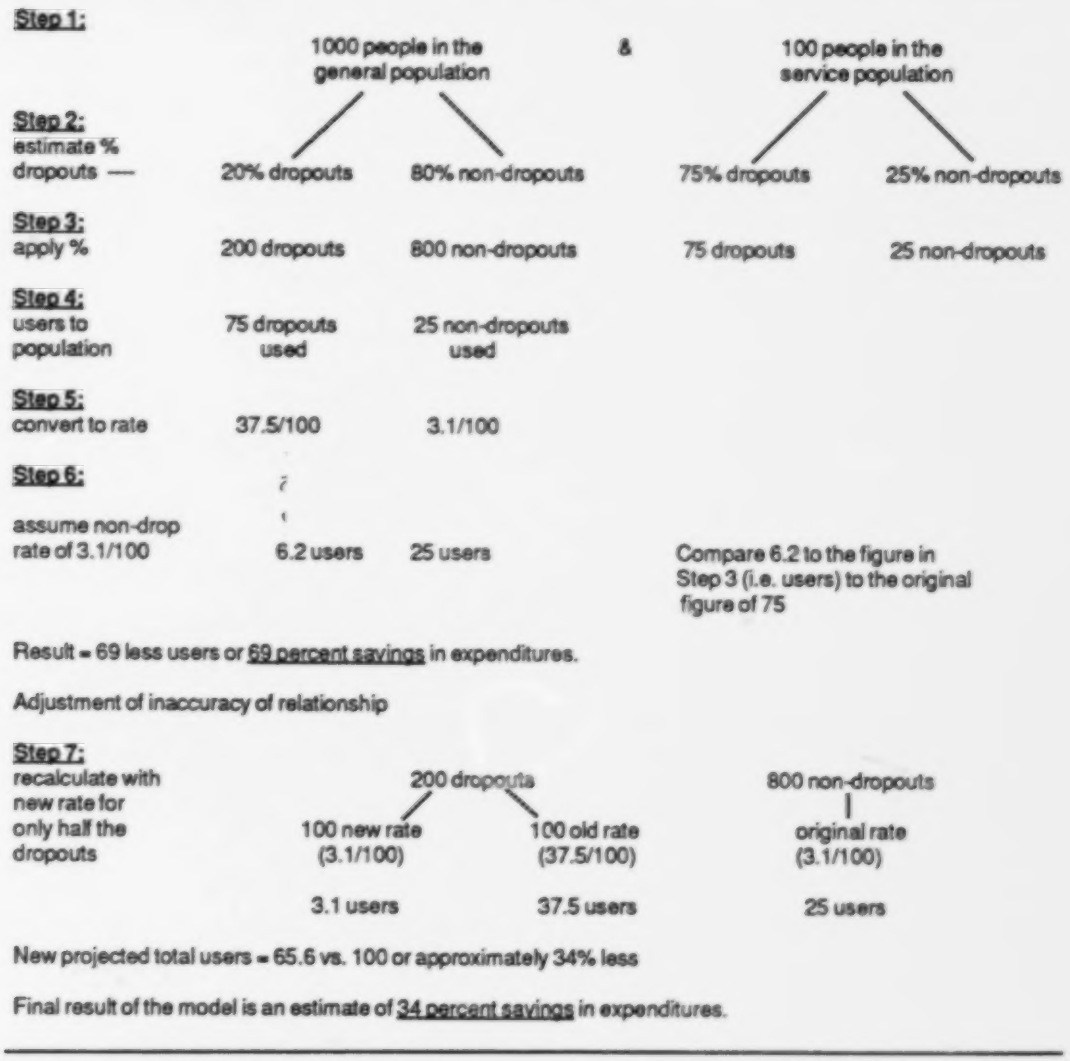
Virtually all human service programs exist in a climate of capital rationing in that not all of those that need services can actually be provided services. The literature on human service organizations contains many pleas for the implementation of primary prevention techniques in hopes of stretching the limited resources available for social programs. Hence, if a given percentage of potential clients would not require the services of these social agencies through the provision of a more adequate education, the service slots these individuals would have taken would simply be replaced by other clients in the community that needed help but would not have received it. If this is the case, there would be two levels of benefit associated with the prevention of selected cases through the provision of a more adequate education: (a) the savings in the services that would have been provided to these individuals, and (b) the fulfillment of a portion of the "unmet need" in the community that could not have been served had the resources been used on the dropouts.

The present study concentrated on four major human services program areas: (a) welfare costs, (b) unemployment costs, (c) job training programs, and (d) Adult Basic Education costs. In determining welfare costs, for example, the study involved an analysis and estimate of the impact that a lower incidence of dropouts might have on the services provided by the Texas Department of Human Services. Before reviewing some of the findings in these areas, the estimation model used will be described in a hypothetical sense to allow the reader an opportunity to examine its structure. Figure 2.1 will serve as a reference point for the discussion to follow.

Let us assume that we have a social program that serves 100 people every year and that a total of 1000 people live in the community. Our first step will be to examine the percentage of dropouts found in the community as a whole and in the subset of 100 social program users. Let us further assume that upon examination we find in step two the percentages to be as follows: 20 percent dropouts in the total population and 75 percent dropouts in the social service user population. Step three simply applies the percentages to the two groups and determines that 200 of the 1000 individuals in the overall population are dropouts and 75 of the users are dropouts. Since the users are a subset of the total, in step four we note that 75 of the 200 dropouts in the over-

FIGURE 2.1

COST ESTIMATION MODEL


Step 1:
1000 people in the general population
&
100 people in the service population
Step 2: estimate % dropouts —
20% dropouts
80% non-dropouts
75% dropouts
25% non-dropouts
Step 3: apply %
200 dropouts
800 non-dropouts
75 dropouts
25 non-dropouts
Step 4: users to population
75 dropouts used
25 non-dropouts used
Step 5: convert to rate
37.5/100
3.1/100
Step 6:
assume non-drop rate of 3.1/100
6.2 users
25 users
Compare 6.2 to the figure in Step 3 (i.e. users) to the original figure of 75
Result = 69 less users or 69 percent savings in expenditures.
Adjustment of inaccuracy of relationship
Step 7: recalculate with new rate for only half the dropouts
200 dropouts
800 non-dropouts
100 new rate (3.1/100)
100 old rate (37.5/100)
original rate (3.1/100)
3.1 users
37.5 users
25 users
New projected total users = 65.6 vs. 100 or approximately 34% less
Final result of the model is an estimate of 34 percent savings in expenditures.

all community showed up as users whereas 25 of the 800 non-dropouts were found to be users of our hypothetical service. In step five, we simply convert these proportions to rates per 100 in order to compare the incidence of being a user in the dropout vs. the non-dropout group. We find that the dropouts are using the service at a rate of 37.5 per 100 in contrast to the 3.1 per 100 rate shown for non-dropouts.

In critical step six, we conjecture how many of the 200 people in the community that were dropouts would have shown up for service had they had the same rate of usage as their non-dropout counterparts. If the rate of 3.1 per 100 were ascribed to the 200 dropouts we would expect to still see 6.2 individuals in the service users from the original 200. Note that 6.2 vs. 75 persons would have shown up for service. That is, 69 of the original 100 service users might not have shown up for service. To this point, the model assumes that there is a direct relationship between being a dropout and being a user of the service agency. Clearly, a perfect relationship is not in evidence or we would not have expected the original 800 non-dropouts to yield 25 users.

Nonetheless, a level of relationship is in evidence given the disproportionate representation of dropouts in the user group. Assume that in only 50 percent of the cases would converting the 200 dropouts in the community to non-dropouts result in their exhibiting the non-dropout rate of usage. Hence, for 100 of the original dropouts the increase in education would not affect their rate of service use. However, for the remaining 100, the new rate of 3.1 per 100 would be in evidence. In step seven, we note that such an adjustment would cause a decrease of 35 persons rather than the 69 noted in step six. In essence, we have cut our original estimate of the service expenditures related to dropouts in half to adjust for our inability to isolate the exact magnitude of the relationship that exists between these two phenomenon. Given the extreme overrepresentation of dropouts in the service users, this adjustment may result in an overly conservative estimate. Nonetheless, this example of the implementation of our estimation model would result in an anticipated savings of 35 percent in the expenditures of our hypothetical service activity.

This estimation model was employed to generate estimates reported for the various service activities. Using this methodology, the cost attributed to inadequate education in the two social welfare programs of AFDC and Food Stamps was 253.7 million dollars ($94.8 million in AFDC and $158.9 million in Food Stamps).

It is important to note that this study is in no way considered the cumulative financial, physical and psychological costs to the children represented in these programs. If a situation of poverty could have been avoided through a more complete education for a group of the parents represented in these programs, what would the benefits have been to their children? Conversely, how many children of social welfare program users will themselves grow up to also need these services? There is evidence to support the contention that these children have a much higher probability of also needing such services when they grow up. These cumulative costs were not included in this study.

UNEMPLOYMENT COSTS

The possible costs of unemployment insurance and employment placement services that might be attributed to inadequate education were also considered. The primary question in this area was: What will Texans spend (a) on unemployment benefits for the dropout group that might have been avoided, and (b) helping the dropout group to seek employment through the provision of job placement services?

National data indicate that the unemployment rate for dropouts in 1984 was 27.7 percent, or more than twice the rate for high school graduates not enrolled in college, i.e., 13.4 percent (U.S. Bureau of Labor Statistics, n.d.). We would, therefore, expect to see an overrepresentation of dropouts in the group receiving unemployment compensation and job placement services.

Using the model described earlier, the cost savings in the area of unemployment compensation costs related to inadequate education is estimated to be $15.7 million per year. This figure represents approximately 2.5 percent of all the money paid out in unemployment insurance claims in 1985. In order to compare the present findings to previous studies we might note that Levin's (1972) estimate of ascribed costs in relation to unemployment compensation was approximately 20 percent of benefits. Likewise, the present study's cost estimation model indicates that 2.78 percent of the expenditures related to job placement services, or $1,896,286, might have been avoided had the dropout problem not existed. In total, these two areas sum to an estimated loss of $17,630,000 annually.

CRIME AND PRISON COSTS

As already indicated, previous research has attempted to estimate the cost of crime associated with inadequate education. The following three areas were considered in this study: (a) costs associated with incarceration, (b) judicial costs and the costs associated with police protection, and (c) a very rough estimate of the cost of crime to victims in the single area of stolen property. We will briefly discuss the impact on prisons since this area is often cited.

The central premise is that there exists a subset of individuals incarcerated in Texas prisons who for lack of a more complete education have committed crimes, have been convicted, and were sent to an institution within the Texas Department of Corrections (TDC) system. The phrase "convicted and sent to prison"

is critical in our discussion of the costs of crime associated with inadequate education. National statistics for 1983 reported by the U.S. Department of Justice indicated that on the average, only 20.6 percent of the 11.4 million offenses reported were cleared by an arrest (U.S. Bureau of Justice, 1985). Only a portion of these arrests ever led to a conviction, and only a subset of these resulted in incarceration in a State prison. It is also of interest to note that between 1975 and 1985 the inmate population reported by the Texas Department of Corrections virtually doubled (18,151 vs. 37,320). In addition, the operating costs of TDC in 1985 (approximately $287 million) were over eight times greater than the operating costs reported in 1975 (approximately $33 million). A preliminary report of a ten year facilities study conducted by the Texas Department of Corrections (Henningson, Durham, Richardson, n.d.) noted:

> "If no actions are taken to reduce the influx of new admissions or the average length of stay, the population will approach 95,000 inmates in 1995" (p. III).

The study went on to note that such an increase in the population and related costs would cause the annual operating figure in 1990 to reach about $614 million and just over one billion dollars in 1995. The projected 1990 costs are approximately double the costs noted in 1985.

That there is some relationship between education and incarceration appears to be supported by the disproportionately high number of inmates with low levels of educational attainment in comparison to the general population. Again, it is impossible to establish any unequivocal measure of cause and effect between education and incarceration. We can, however, note that if the general dropout population in Texas were to have the same incidence of incarceration as the non-dropout population we would expect to see fewer people in prison. Summing all the costs we identified in relation to incarceration and education we arrived at a total of $131 million that might have been saved.

As stated earlier, the tie between crime and inadequate education is based on the concept that some portion of crime is committed by persons who, due to an inadequate educational preparation, find themselves in life conditions with limited options. National data for 1984 indicated that the unemployment rate for high school graduates not enrolled in college was 13.4 percent (U.S. Bureau of Labor Statistics, n.d.). In contrast, the unemployment rate in that same year for school dropouts was a staggering 27.7 percent (U.S. Bureau of Labor Statistics, n.d.). Not only are more dropouts out of work, they also possess fewer of the educational skills required to get a job. The number of jobs for unskilled labor is decreasing and is expected to continue to decrease. The chronically unemployed dropout might go on welfare as a means of subsistence. For some females (those with children) there is the possibility of AFDC assistance. The average recipient will be provided around $4,000 per year in AFDC and Food Stamp benefits to support themselves and their children. For males, the situation is even more interesting to consider. Outside of the Food Stamp program (which appears to provide a yearly average of less than $700 per participant), what other types of program support are they eligible to receive? We could identify no other public welfare programs that would provide significant financial support to this group.

We are not asserting that being poor and possessing few if any perceptible options constitute a justification for the commission of crime. We are simply asking the reader to consider the possibility that there may be a relationship between inadequate education which often results in a constricted range of life options and crime.

Levin (1972) attributed roughly 33 percent of the costs of crime to the problem of inadequate education. For the present study, we used a proportion of 12.5 percent or a conservative estimate of approximately one third the size of that used by Levin in his 1972 study. Employing our figure of 12.5 percent attributable to inadequate education, we arrive at a cost estimate of $5,881,870 in relation to judicial costs and $116.1 million that might have been saved in the area of police protection through the eradication of the dropout problem.

By surveying the annual reports of a number of urban police departments in Texas, an estimate of $66/per capita in losses due to stolen property was determined. Assuming there are approximately 14.5 million people in Texas, our cost estimate for the entire State would be nearly a billion dollars in losses in stolen property. Again using our estimate of a possible 12.5 per-

cent of crime attributable to inadequate education, the cost in this area is approximately $119.6 million. In summary, the total costs related to crime/incarceration and inadequate education was estimated at approximately $367.77 million.

THE COST OF EDUCATING DROPOUTS

Estimating costs resulting from the dropout problem must be put in perspective in relation to the costs Texans will bear in educating this group. The costs in the following three areas will be considered: (a) the cost of completing a high school education, (b) the cost of college for that percentage that will go on beyond high school, and (c) the cost of providing effective dropout prevention programs.

The first area we must consider is how much it would cost to complete the education of a would-be dropout. Clearly, such a cost would span a number of years. Since dropouts leave at different points in the education process, it is difficult to know how many additional years of education they require. The present study used an estimate of 3.5 additional years required.

Based on the September 1986 findings of the Accountable Costs Advisory Committee of the Texas State Board of Education, the yearly cost of educating a student in 1987-88 will be $2,715. The committee also projected that the 1988-89 costs will increase by slightly over 8.7 percent to $2,952 per student per year. Using these figures, we estimated a total cost of $10,622 for 3.5 years. The attrition study reported in this document estimated the number of dropouts from the graduating class of 1985-86 to be 86,000. Using this figure, we arrive at an education cost of $913.5 million.

Secondly, we must consider that some of these averted dropouts may continue their education beyond the high school level. Additional years of schooling in college would cost roughly double the annual amount for public school education per year (Levin, 1972). In the projection of foregone income discussed earlier, the present study assumed that of the averted dropouts: (a) 15 percent would go on for one to three years of college, (b) 12 percent would complete four years of college, and (c) 3 percent would attend college for 5 or more years. Again using our estimate of 86,000 dropouts that might be averted, the resultant cost estimates for a portion of the group (30 percent) continuing on to college were fixed at $656.3 million.

The final cost that must be estimated is associated with the expenditures required to implement the dropout prevention efforts that would cause the 86,000 dropouts to instead complete their education. There are few models that can be cited and even fewer for which estimates of annual costs per student are available.

Let us assume that districts would have a difficult time identifying who might or might not drop out, and that their dropout prevention efforts would need to be targeted to at least 50 percent of the students in a given graduating class. There were approximately a quarter of a million students in the ninth grade in 1982-83 who were later to be the graduating class of 1985-86. Hence, half this figure, or 125,000, would be targeted for dropout prevention. Let us further assume that the prevention efforts must be applied for the entire duration of the estimated average 3.5 years of additional schooling required by the potential dropouts. Finally, let us estimate that prevention efforts will add as much as 25 percent per targeted student to the overall estimated costs of public school education.

Clearly, these are liberal estimates of the costs. It is doubtful that effective prevention efforts would need to take such a "shotgun approach" in which half of all the students in a graduating class would be targeted and served. Also, effective prevention efforts might deter the potential dropout within a much shorter time period than the estimate of 3.5 years used here.

Nonetheless, using the figures of the annual costs per student in Texas schools, we calculated the costs of an additional 25 percent over a 3.5 year period to be $2,655 per student. If we multiply this cost by the 125,000 students in the overall prevention target group, the resultant cost is $331.9 million. Since we estimate that we are trying to avert approximately 86,000 dropouts, the figures for prevention efforts indicated above represent an average cost of $3,859 per dropout. Hence, as shown in Table 2.2, the total cost in the area of education is approximately 1.90 billion dollars.

TABLE 2.2
SUMMARY OF COSTS AND BENEFITS

BENEFIT CATEGORIES

I. Possible savings related to:
Welfare Costs
AFDC Costs ---------- 94.80 million
Food Stamps --------- 158.90 million
Category Total ---------- $253.7 million
Training and Adult Education Costs
Adult Education ----- 4.00 million
JTPA ---------- 8.86 million
Category Total ---------- $12.9 million
Crime and Incarceration Costs
Incarceration
& Post Supervision -- 126.19 million
Judicial Costs ------ 5.88 million
Police Protection --- 116.10 million
Property Loss ------- 119.60 million
Category Total ---------- $367.77 million
Unemployment Insurance & Placement Services
Unemployment Ins. --- 15.73 million
Placement Services -- 1.90 million
Category Total ---------- $17.63 million

TOTAL POSSIBLE SAVINGS IN RELATION
TO SOCIAL EXPENDITURES IN THESE AREAS ---- $652.00 million

II. Possible increase in wages and taxes
Gross Earnings:
Male Dropouts ------ 10.955 billion
Female Dropouts ---- 5.938 billion
Total ---- 16.893 billion
Minus Tax Revenues ------- 5.068 billion
Net Earnings Loss ------ 11.825 billion

TOTAL LOST EARNINGS AND TAX REVENUES ---------- $16.893 billion

TOTAL BENEFIT CATEGORIES I & II -------- $17.545 billion

COST CATEGORIES

Education & Prevention Costs
Cost of completing
high school -------- 913.50 million
Cost of providing
dropout prevention
programs ---------- 331.90 million
Cost of College for
that group that continues
beyond high school - 656.30 million

TOTAL EDUCATION & PREVENTION COSTS ---- $1.90 billion

BENEFIT COST ANALYSIS CONCLUSIONS

Having briefly reviewed the estimates on the benefits and costs shown in Table 2.2, let us take stock of what we have learned. The benefits are expressed in terms of: (a) the savings in expenditures in relation to welfare, crime, incarceration, unemployment insurance payments, employment services, adult education and job training services that might result from the eradication of the dropout problem; and (b) the potential gains in earnings and taxes resulting from dropouts having a higher earning potential if they become high school graduates. The costs relate to the expenditures that would be required to: (a) complete the high school education of averted dropouts, (b) pay for public costs related to the years in college that some might attend after graduation from high school, and (c) implement dropout prevention efforts.

The benefit categories total approximately $17.5 billion. The cost categories total approximately $1.90 billion. In essence, for every dollar expended on prevention and the education of the would-be dropout, nine dollars will be returned. Note also that the estimated losses in social expenditures related to welfare, crime, incarcerations and unemployment alone amounted to $652 million. This is not far from the amount we estimate it will cost to complete the high school education ($913.5 million) of all of the 86,000 dropouts we estimated in this study. The question then is: Where do Texans wish to spend limited resources? On the basis of the staggering amount being lost in earnings and tax revenues (i.e., $16.89 billion), the choice is obvious. Indeed, it is interesting to consider how long it will take before dropout education and prevention is funded totally by the increased revenues gained by diminishing the dropout problem.

Consider that the 86,000 students lost in the graduating class of 1985-86 will result in a potential tax loss of $5.07 billion over the next forty-five years. Also, the students that will be lost in the class of 1986-87 will likewise result in a loss in tax revenues of approximately $5.07 billion over the course of their forty-five years in the labor force. And the pattern continues. Given the extraordinary amount being lost in taxes for each graduating class ($5.07 billion), it would not be long before the $332 million we estimated might be required for the prevention efforts could be funded totally from the increased tax revenues paid by the averted dropouts.

PART 3

PROGRAM RESPONSES TO THE DROPOUT PROBLEM

IDRA conducted a study to identify and evaluate in-school and out-of-school programs designed to address the dropout problem in the State of Texas. In order to identify existing programs, screening surveys were developed and sent to all Texas school districts, community colleges, universities, Service Delivery Areas (SDAs) and Community Based Organizations (CBOs), including Private Industry Councils (PICs) and Community Guidance Centers (CGCs). Follow-up surveys were then mailed to those who reported having a program. A total of 266 follow-up surveys were mailed out. Follow-up telephone calls were then made in order to increase survey response.

As indicated in Table 3.1, a total of 114 surveys were returned (43 percent). Of these, 56 percent reported having programs, resulting in a total of 99 programs surveyed. (Responses received after the cut-off date of October 3, 1986, are not included in this document.)

While the listing of programs included in this report is by no means exhaustive or comprehensive, the programs surveyed do reflect the efforts of school districts and organizations throughout the State of Texas in reducing/preventing the number of dropouts. A detachable postcard is provided in this publication. Readers are encouraged to use the postcard to contact IDRA regarding other programs in the State of Texas, as a way of updating and refining the listing of programs included in this publication.

TABLE 3.1

PROGRAM SURVEYS: SUMMARY OF RETURNS

Type of Organization	Surveys Mailed	Surveys Returned		Organizations Reporting Programs		Programs Reported
	#	#	%	#	%	#
School District	78*	32	28	23	36	25
Agency	34	9	8	9	14	11
College	120	50	44	14	22	22
Service Delivery Areas	34	23	20	18	28	41
Total	266	114	100	64	100	99

*Screening surveys were mailed by the Texas Education Agency to all school districts in the State. Of the 657 districts who responded (61%), 78 reported having a dropout program. A follow-up survey was then mailed to those 78 districts.

DESCRIPTIONS AND CHARACTERISTICS OF PROGRAMS

Program descriptions and characteristics, as reported by survey respondents, were reviewed and condensed in order to generate profiles of programs at the individual and aggregate level. Program descriptions were developed in terms of three major categories: administration, instruction, and outcomes. The administration category includes program goals, focus, eligibility criteria, and referral source. The instructional category describes program services and materials. The outcome category incorporates exiting criteria and evaluation. Table 3.2 summarizes program description findings by organization for all programs surveyed. Findings with respect to program description suggest that a majority of the reported programs have academic goals (91 percent), a focus on instruction (55 percent), counseling (46 percent), and program completion as a desired outcome (41 percent).

Program characteristics were summarized in two categories: organization and support. The organization category deals with the students served by the program and characteristics of the actual program, while the support category focuses on the programs' funding sources. Table 3.3 summarizes the characteristics of dropout programs for all programs surveyed. Findings suggest that a majority of young people served in dropout programs are age 15 to 19 (98 percent) and over 19 years old (73 percent). Forty-three percent of the programs serve students in high school while 51 percent serve out-of-school youth. The most common number of students served is more than 100 students (38 percent), with a student/teacher ratio of 11-15+ (36 percent). Most programs seem to continue as long as necessary to meet student needs (43 percent). Thirty-five percent of the programs have been in operation for less than one year. Finally, program funding seems to come primarily from federal sources (68 percent).

A comprehensive detailing of the designated description and characteristics categories for individual programs is included in the full report of this study. For the purposes of this summary volume, all program information has been summarized in the matrices appended to this section of the report. Matrix 3.1 to 3.4 are arranged alphabetically (within school district, agency, college or service delivery area) and provide a summary of the dropout-related programs in Texas, as reported in the survey. Together, these matrices summarize pertinent program information regarding program goals, services, students, etc. A directory of programs by county is also appended.

For purposes of this research study, directory information was extracted only from survey returns. No attempt has been made to include in the directory any program for which a survey form was not returned to IDRA. This was important for methodological consistency.

The programs reported in survey returns do not include all programs currently in operation in the State of Texas. They are, however, reflective of the types of programs that have been put in place in order to address the dropout problem. While efforts at compiling a comprehensive directory of programs are necessary, it is also the case that the enormous proportions of the dropout problem are not matched by the identified pool of programs.

COMPONENTS OF EFFECTIVE PROGRAMS

As originally designed, this study sought to identify and evaluate existing dropout programs in the State of Texas through a meta-analysis of existing evaluation data at the local level. The available evaluation data were not sufficient to permit any justifiable meta-analysis.

Many program personnel indicated on their survey returns that evaluation was being conducted and that evaluation data were being collected. However, when follow-up phone calls were made to request copies of evaluation reports, responses were generally evasive or inconclusive. Table 3.4 summarizes the types of responses obtained to requests for evaluation reports. As indicated, only 10 percent of responding programs actually sent any evaluation data, while the majority have yet to respond or have not actually collected any evaluation data (38 percent and 40 percent, respectively).

The lack of evaluative data for many programs may be partly due to the fact that 35 percent of the programs are new programs, i.e., less than one year old. Another reason for the scarcity of data may be that program personnel may lack information about the type of data which are needed to adequately evaluate a

TABLE 3.2

EXECUTIVE SUMMARY OF PROGRAM DESCRIPTIONS

SCHOOL DISTRICTS	AGENCIES	COLLEGES	SERVICE DELIVERY AREAS	TOTAL	DROPOUT PROGRAM DESCRIPTION		
#	#	#	#	#			
23	11	21	35	90	ACADEMIC	GOALS	ADMINISTRATION
12	4	6	17	39	AFFECTIVE		
2	3	5	23	33	EMPLOYMENT		
22	11	21	NA	54	INSTRUCTIONAL	FOCUS	
21	5	20	NA	46	COUNSELING		
18	6	8	NA	32	EMPLOYMENT		
19	4	13	NA	36	OTHER		
21	8	11	22	62	ACADEMIC	ELIGIBILITY CRITERIA	
22	8	12	19	61	NON-ACADEMIC		
10	6	15	33	64	OTHER		
21	5	13	NA	39	TEACHERS	REFERRAL SOURCE	
22	6	16	NA	44	COUNSELORS		
17	6	11	NA	34	PARENTS		
19	11	19	NA	49	OTHER		
17	11	20	36	84	INSTRUCTIONAL	SERVICES	INSTRUCTION
19	5	9	15	48	COUNSELING		
7	3	6	25	41	EMPLOYMENT		
19	10	15	NA	45	GENERAL EDUCATION	MATERIALS	
14	6	10	NA	30	VOCATIONAL		
18	10	20	NA	48	REMEDIAL		
12	7	10	3	32	COMPUTER		
23	9	20	5	57	OTHER		
20	9	12	NA	41	PROGRAM COMPLETION	EXITING CRITERIA	OUTCOMES
5	2	1	NA	8	ALTERNATIVE PLACEMENT		
2	2	0	NA	4	EMPLOYMENT		
1	0	1	NA	2	SELF-WITHDRAWAL		
12	7	9	4	32	ACHIEVEMENT	EVALUATION DATA	
10	4	8	-	22	ATTITUDINAL		
8	3	3	6	20	OTHER		
19	10	16	1	46	PROGRAM STAFF (INTERNAL)	EVALUATORS	
7	2	6	-	15	RESEARCH & EVAL. STAFF (INTERNAL)		
8	5	8	4	25	EXTERNAL		

TABLE 33

EXECUTIVE SUMMARY OF PROGRAM CHARACTERISTICS

SCHOOL DISTRICTS	AGENCIES	COLLEGES	SERVICE DELIVERY AREAS	TOTAL	DROPOUT PROGRAM CHARACTERISTICS			
#	#	#	#	#				
6	1	1	0	8	8 - 11	AGE	STUDENTS SERVED	ORGANIZATION
15	2	3	9	29	12 - 14			
24	11	22	40	97	15 - 19			
12	7	19	34	72	+19			
3	0	1	0	4	PRE-SCHOOL/ELEMENTARY	TYPE		
15	2	2	0	19	MIDDLE SCHOOL			
22	7	8	6	43	HIGH SCHOOL			
9	11	11	19	50	OUT OF SCHOOL			
3	4	10	12	29	OTHER			
14	4	12	NA	30	BLACK	ETHNICITY		
17	4	11	NA	32	HISPANIC			
15	4	11	NA	30	WHITE			
5	3	4	NA	12	OTHER			
5	3	1	10	19	0 - 25	NUMBER		
2	1	2	4	9	26 - 50			
3	0	1	6	10	51 - 75			
1	0	1	6	8	76 - 100			
9	3	12	14	38	+100			
1	2	3	4	10	1	STUDENTS PER TEACHER		
2	2	0	4	8	2 - 5			
7	3	8	11	29	6 - 10			
10	0	9	17	36	11 - 15+			
2	1	1	3	7	VARIES			
1	5	8	NA	14	1 SEMESTER OR LESS	LENGTH	PROGRAM	
1	0	0	NA	1	1 YEAR			
22	6	14	1	43	AS LONG AS NECESSARY			
20	5	15	10	50	REGULAR SCHOOL FACILITY	LOCATION		
3	4	7	0	14	SEPARATE SCHOOL FACILITY			
2	7	7	29	45	NON-SCHOOL FACILITY			
4	4	5	22	35	<1	YEARS IN OPERATION		
11	5	7	12	35	1 - 5			
5	0	4	5	14	6 - 10			
4	2	5	2	13	> 10			
5	2	1	8	16	PRIVATE		FUNDING SOURCE(S)	SUPPORT
11	3	7	1	22	LOCAL			
14	7	8	3	32	STATE			
10	5	16	36	67	FEDERAL			

TABLE 3.4

SUMMARY OF RESPONSES TO REQUESTS FOR EVALUATION REPORTS

Responses	Program Type				Total	
	School District	Agency	College	Service Delivery Area	#	%
Data Sent	4	1	1	4	10	10.0
No Data Collected	7	4	6	20	37	38.0
No "Formal" Data Collected	2	---	---	---	2	2.0
Data not for Dissemination	1	---	---	---	1	1.0
Not sure if data are available	2	---	---	---	2	2.0
Data available in the future	0	4	3	---	7	7.0
Awaiting Response	9	2	12	17	40	40.0
Total	25	11	22	41	99	100.0

program. It may also be that the purposes and uses of evaluation data may not be readily apparent to program personnel.

Thus, the question remains: What constitutes an effective or even an adequate dropout program? Reviews of the literature (Ladogana, 1986; Alegria, 1986) and the results of this study indicate that "what works" is generally not known. While some exemplary or model programs are in operation across the country, there is little systematic generalizable information which would permit program replication (U.S. General Accounting Office, 1986).

Despite the lack of a coherent body of information on how to prevent youth from dropping out of school or how to encourage their return, the literature does identify program strategies which have been consistently identified as effective. Effective strategies include: teaching basic skills; survival skills training; work/study programs; individualized instruction; strengthened guidance and counseling; highly committed, caring teachers with high expectations for their students; and community/parent/business liaisons.

Dropout programs are seldom one-dimensional operations. Instead, many multi-faceted program components which incorporate successful strategies have been found to meet the needs and requirements of students experiencing difficulties in the typical school environment. Survival skills training (e.g., study skills, social and interpersonal skills) has been identified as being an important component of dropout programs. A program described by Ross (1983) reported significant results when thirty high-risk Aurora, Colorado junior high school students and their teachers participated in a one-day workshop on study skills, assertiveness, time management and management of anger, and coping with stressful situations. Results included a one-point increase in GPA; average truancy of 17 hours (compared to the control group's 96.5 hours); and one dropout (versus 7 dropouts in the control group). This program was of particular interest for several reasons. First, the same intervention had been attempted at a high school, prior to the attempt at the junior high. The intervention had been a complete failure at the high school level. Perhaps intervening at the high school level is too late. Additionally, the junior high school students were not told they were involved in the study because they were "high-risk" students. This may have reduced the students' resistance to the intervention.

Counseling and parent involvement are two other important components. A three-year intervention in Ossining, New York was reported

by Maurer (1982). Targeted students were identified as disruptive with high suspension, failure or, truancy rates. During the first year, 30 students participated. These students were provided with alternative academic programs and their teachers and staff were given training in classroom management, discipline, and instructional techniques. The second and third years of the program, 95 students were targeted, and two other strategies were implemented, in addition to the teacher/staff training and the alternative academic programming. These consisted of: (a) training students in social and interpersonal skills via group counseling, and (b) family counseling and training for parents of students whose behavior did not improve. After the three-year period, the following results were reported for students in the treatment group: (a) the dropout rate for students in the program decreased to three percent while the control group had a dropout rate of 32 percent; (b) the absence rate decreased by 16 percent while students in the control group had an increase of 42 percent; (c) the failure rate decreased by 52 percent while students in the control group had an increase of 16 percent; and (d) the suspension rate for the entire school dropped by 71 percent from the year prior to the start of the program.

Two other important dropout program components are high expectation of students and small group instruction. In 1984, the Valued Youth Partnership (VYP) Program began operation in the Edgewood and San Antonio school districts in San Antonio, Texas (Center for the Prevention and Recovery of Dropouts, 1986). The VYP program involves three concurrent strategies : (a) high-risk junior high or high school youth tutoring elementary school youth, (b) small group structured learning experiences, and (c) tutor involvement with minority adult male and female success role models. Evaluation data indicated a notable decline in the rate of absenteeism; lower referral rates for disciplinary action; a trend toward improved self-concept; and a six percent drop-out rate (compared to 32 to 36 percent for the school districts overall). Students participating in the VYP Program for a second year also demonstrated improved grades in English and mathematics as well as an increase in the overall grade point average.

Several reports have also indicated that the reintroduction of basic academic skills has been found to be an essential aspect of dropout programs (Berlin, Sum and Taggart, n.d.; Education, U.S.A., 1986; Job Training Partnership Act and Dropout Youth, 1984). Work/study has also been identified as being an effective program component. (Center for the Prevention and Recovery of Dropouts, 1986). It provides students with extra money and some practical experience (Ladogana, 1986). However, a limit to the number of hours must be considered. Research indicates that when students work 15 to 21 hours per week, the dropout rate increases by 50 percent; 22 hours or more increases the risk of dropping out by 100 percent (Barro, 1984).

Tugend (1986) also notes two programs which addressed the dropout problem using a combination of basic skills development and work/study. In the summer of 1986, Louisiana launched a pilot eight-week residential dropout program. Students were coached in basic skills and computer skills, and worked three to four hours a day at assigned jobs. Similarly, the Summer Training and Education Program (STEP) was designed to improve the academic performace of disadvantaged youths and increase their chances of high school graduation by providing them with a combination of remedial education, life skills and work experience. Another program, the Comprehensive Competencies Program (CCP) provides work and training linkages through flexible scheduling and a focus on competency-based multi-media basic skills instruction. Evaluation data indicate that the CCP Learning Centers are a cost-effective way of addressing basic skills in high risk populations (Berlin, Sum and Taggart, n.d.). Fourteen CCP Learning Centers are currently in operation in Texas.

Community and business involvement have also been identified as important components of dropout programs. Several years ago, Eugene Lange, a New York City businessman, guaranteed a group of inner-city sixth graders that he would pay their college tuition if they would complete their high school requirements and qualify for college admission (Tugend, 1986). In September 1986, a similar program was initiated by several major corporations in Boston. A five million dollar fund was established to provide tuition aid for any high school graduate who qualified for college admission in the city. The program also guaranteed the student a job after graduation from college (Rothman, 1986).

The Communities in Schools (CIS)

program, begun in Houston, Texas in 1979, also capitalizes on community/business coalitions. CIS staff work as advocates for students, providing enrichment activities, support academic activities, counseling and summer employment. CIS also works with social service agencies, parents and school personnel to reach students who need help most. Based on the success of the program, CIS was expanded and now includes programs in other Texas cities including Austin, Dallas, El Paso, and San Antonio. Plans to start programs in Corpus Christi, Galveston and other locations are now in progress. All CIS programs are currently being evaluated by the Institute in Management Information Systems Application through funding provided by the Texas Department of Community Affairs (TDCA).

A final ingredient of successful dropout programs, identified in literature as important, is the program teacher (Education U.S.A., 1986). Teachers must be committed and dedicated to program plans and goals, be interested in each student, and have high expectations of students. Many studies mirror a similar view and contend further that in order to function properly, prevention program teachers must be able to individualize instruction and counsel students (Hamilton, 1986). Additional studies have advocated the use of teacher/student "buddy systems" (O'Connor, 1985). Class ratios of not more than fifteen students to one teacher are reported to be the ideal (The Council for Children, 1984).

Some authors have argued that strong vocational education is an essential part of an effective dropout prevention program (Hamilton, 1986; Institute for Educational Leadership Inc., 1986b; Southern Growth Policies Board, 1985; Stern et al, 1985). However, Barro (1984) reported that more students drop out from vocational programs than from academic programs. His findings support previous findings. In 1983, the National Center for Education Statistics (NCES) reported that dropout rates were likely to be higher for students enrolled in non-academic programs. Of the half million dropouts surveyed, four percent were enrolled in academic programs, compared to 13 percent in general programs and 15 percent in vocational-technical programs. Similarly, the Office of Research and Evaluation of the Austin Independent School District (1983) studied the relationship between course enrollment and dropping out for high-risk ninth grade students. Tentative findings seemed to suggest that enrollment in vocational training classes may be predictive of dropping out. Perhaps more students drop out when provided with training because it enables them to find a job more easily. More research is needed to study the effect of vocational training on high risk students. Conclusions at this point must remain tentative.

To summarize, several components have been identified which might be included in a prototype of a successful dropout program (see Figure 3.1). These components are: high expectations for students, caring and committed teachers who can counsel students, individualization or small group instruction, basic skills instruction and survival skills training, work/study, and community/business/parent involvement.

Additionally, an evaluation plan should be an integral part of any dropout program. The evaluation plan should address three primary questions: (a) to what extent is the program being implemented as proposed? (b) is the program working and, if not, what modifications should be made?, and (c) what is the impact of program activities on participants? The first two questions involve careful documentation of the program and periodic formative feedback for refining the program. The third question is summative in nature and includes the collection of impact data, e.g., self-concept measures, achievement data, information on the frequency and nature of disciplinary action referrals, attendance data, employment and follow-up data, and parents' and instructors perceptions of program effects. A pre-post participation design that includes a randomly-selected or matched comparison group is recommended. For a school-based program, for example, types of data would include:

1. Student demographic data: age, sex, ethnicity, grade level, date of birth, free lunch eligibility (or other measure of socioeconomic status)

2. Attendance data: number of days absent per six weeks or nine week period for the entire school year

3. Achievement: course grades including mathematics, reading and English for each six or nine week grading period; pre and post standardized achievement percentiles; minimum competency test scores in terms of number/percent of skills mastered.

FIGURE 3.1

PROTOTYPE OF A DROPOUT PROGRAM

- WORK STUDY -
- SURVIVAL SKILLS -
- INDIVIDUALIZATION -
- COUNSELING & CARING -
- HIGH EXPECTATIONS -
- COMMUNITY / PARENT / BUSINESS INVOLVEMENT -
- BASIC SKILLS -
- COMMITMENT -

Graphic : Picture Sourcebook for Collage and Decoupage - ed. by Edmund V. Gillon, Jr.- Dover Pub.

4. Self Concept Measure: Pre-post self-concept or attitudinal measure to gauge program effects.

5. Additional information which may be pertinent to the purposes and characteristics of a given program.

SUMMARY

The IDRA study of Texas dropout programs which is summarized in this report indicates a need to identify, develop, evaluate and replicate programs which successfully address the enormity of the dropout problem in the State. Program staff in both school-based and alternative programs expressed a need for centralized and accessible information on effective dropout programs in the State and in other parts of the country.

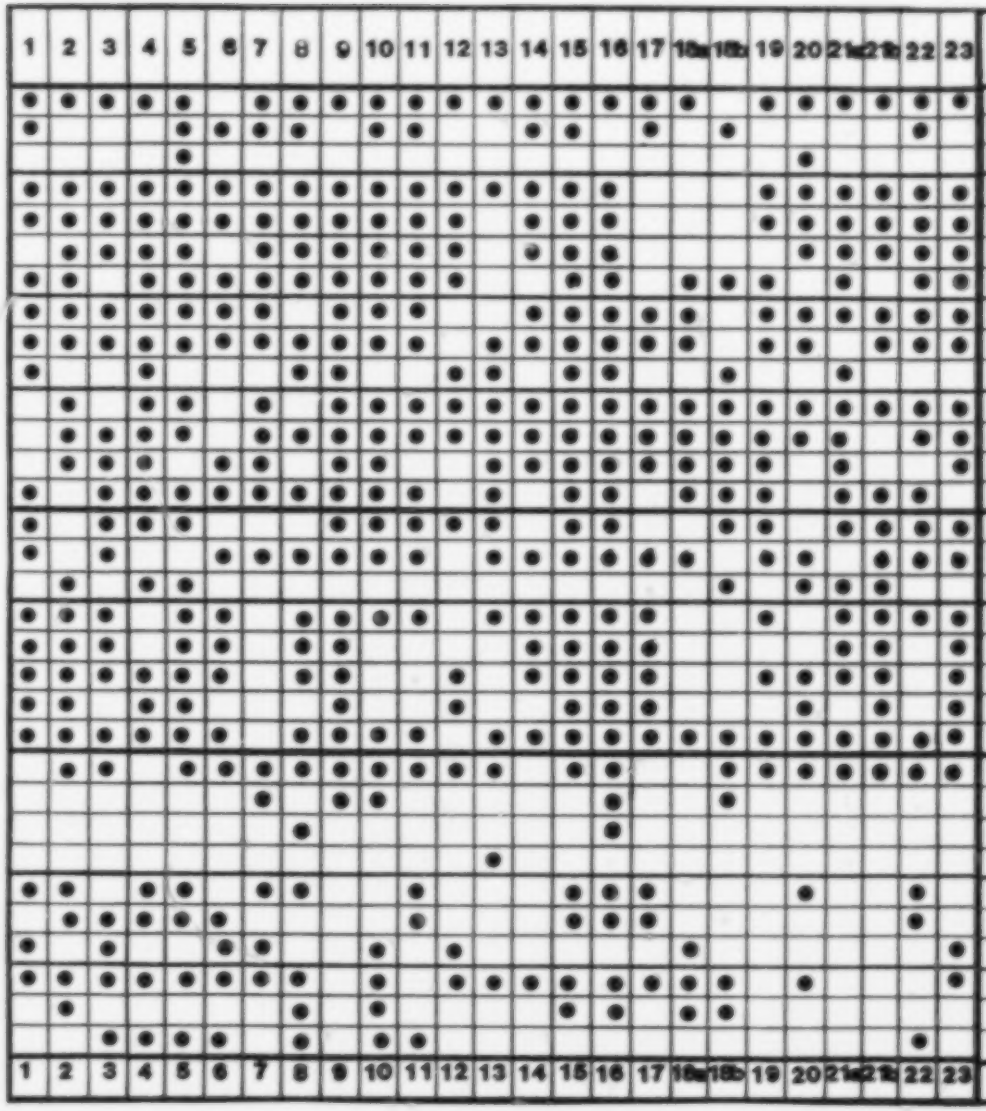
Additionally, many of the program persons contacted seemed confused, embarassed or even defensive when requests for evaluation data or reports were made. As indicated previously, there is a great deal of variety in the types of evaluation data being collected. It may be that the obtained responses to requests for evaluation data are indicative of confusion on the part of program personnel as to what constitute adequate evaluation data. If so, guidelines and standards for evaluation would facilitate and guide a very necessary step in developing programs that work.

In developing guidelines and standards for evaluation, it is important to ensure that evaluation designs serve to identify programs that work for particular types of participants in particular types of situations. Strategies and results in a prevention program may differ from strategies and results in a recovery effort. Success in a prevention program for non-migrant students may differ from that for migrant students. The enormity of the dropout problem leads to the inevitable conclusion that all students do not leave school for the same or similar reasons or under the same or similar conditions. Neither the reasons nor the solutions can be the same. Evaluation designs must be able to generate information about what works, for what target group, under what conditions.

Finally, the process of collecting data for this study highlighted the need for identification of persons within institutions who are charged with coordinating efforts in the area of dropouts. Within particular institutions, it was difficult to identify current dropout-related activities without turning to several persons who, in many cases, knew little of other efforts in the same area within the same institution. The networking within and across institutions which is necessary in order to effectively address the problem of dropouts in the State of Texas can be forwarded substantially by addressing this problem.

MATRIX 3.1A

SUMMARY OF SCHOOL DISTRICT PROGRAM DESCRIPTIONS*

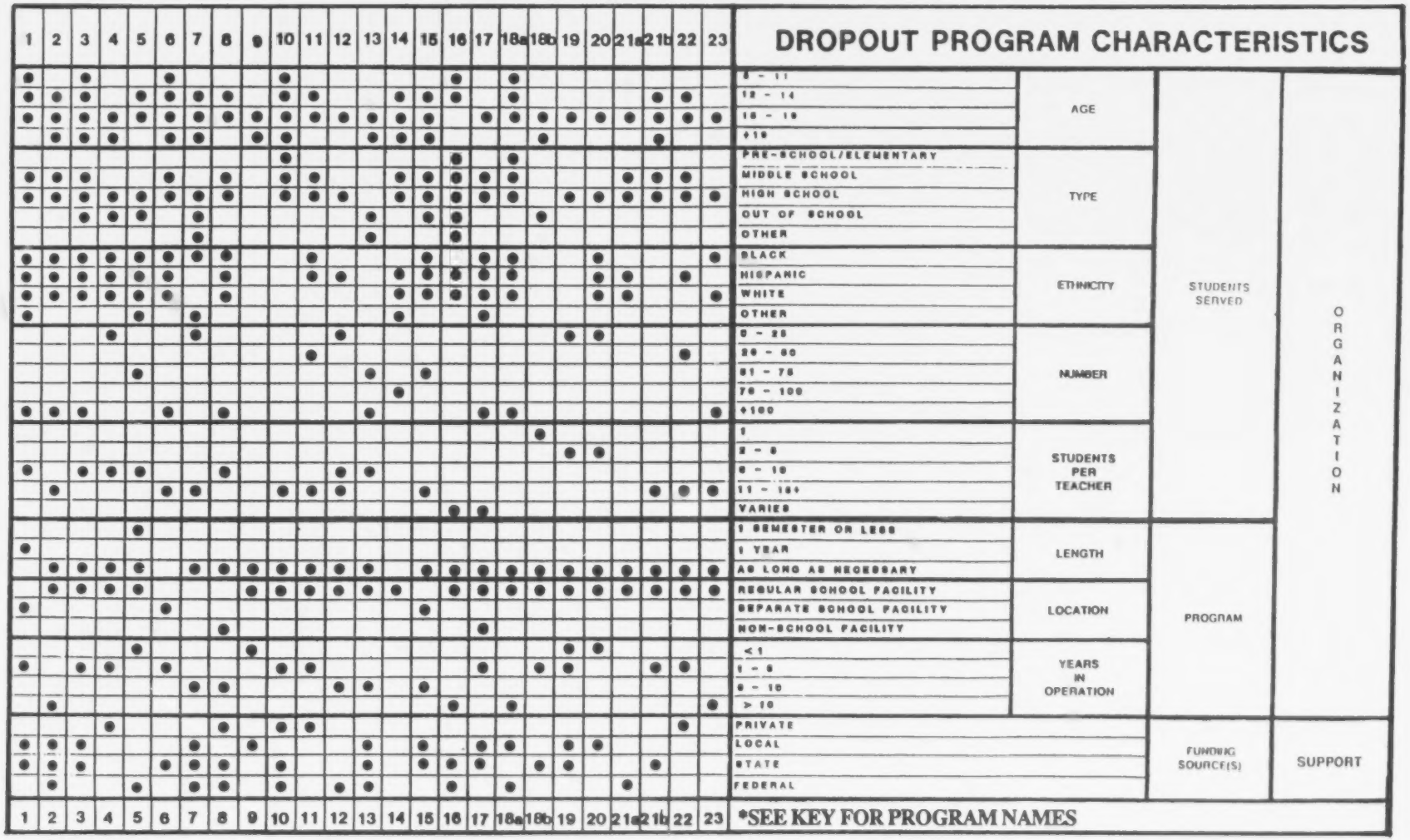


DROPOUT PROGRAM DESCRIPTION		
ACADEMIC	GOALS	ADMINISTRATION
AFFECTIVE		
EMPLOYMENT		
INSTRUCTIONAL	FOCUS	
COUNSELING		
EMPLOYMENT		
OTHER		
ACADEMIC	ELIGIBILITY CRITERIA	
NON-ACADEMIC		
OTHER		
TEACHERS	REFERRAL SOURCE	
COUNSELORS		
PARENTS		
OTHER		
INSTRUCTIONAL	SERVICES	INSTRUCTION
COUNSELING		
EMPLOYMENT		
GENERAL EDUCATION	MATERIALS	
VOCATIONAL		
REMEDIAL		
COMPUTER		
OTHER		
PROGRAM COMPLETION	EXITING CRITERIA	OUTCOMES
ALTERNATIVE PLACEMENT		
EMPLOYMENT		
SELF-WITHDRAWAL		
ACHIEVEMENT	EVALUATION DATA	
ATTITUDINAL		
OTHER		
PROGRAM STAFF (INTERNAL)	EVALUATORS	
RESEARCH & EVAL. STAFF (INTERNAL)		
EXTERNAL		

*SEE KEY FOR PROGRAM NAMES

MATRIX 3.1B

SUMMARY OF SCHOOL DISTRICT PROGRAM CHARACTERISTICS*



KEY TO MATRICES 3.1A AND 3.1B: SCHOOL DISTRICTS

SCHOOL DISTRICTS	PROGRAM NAME	COUNTY
1. Alief ISD	Individualized Study Center	Harris
2. Birdville ISD	Coordinated Voc.-Academic Ed (CVAE)	Tarrant
3. Brazosport ISD	Brazosport Alternative School	Brazoria
4. Bremond ISD	None Given	Robertson
5. Brenham ISD	Project CAT (Comp. Asst. Instruc.)	Washington
6. Brownwood ISD	Guidance Center	Brown
7. Canutillo ISD	Dropout Counseling	El Paso
8. Clear Creek ISD	Houston Marine Institute	Galveston
9. Corpus Christi ISD	Operation Intervention	Nueces
10. Dallas ISD	Communities in Schools	Dallas
11. Edgewood ISD	Valued Youth Partnership Program	Bexar
12. Georgetown ISD	REACH	Williamson
13. Leander ISD	Community Education	Williamson
14. Mullin ISD	None Given	Mills
15. Port Arthur ISD	Project S.A.V.E.	Jefferson
16. Rio Hondo ISD	Rio Hondo Stay-In School Program	Cameron
17. River Road ISD	None Given	Potter
18. San Antonio ISD	a. Visiting Teacher b. Goalmaker	Bexar
19. Schertz-Cibolo-Universal City ISD	Dropout Prevention Counseling	Guadalupe
20. Snook ISD	Dropout Prevention	Burleson
21. Socorro ISD	a. New Outlook b. MAP (Midway Academic Prog.)	El Paso
22. South San Antonio ISD	Valued Youth Partnership Program	Bexar
23. White Oak ISD	None Given	Gregg

MATRIX 3.2A

SUMMARY OF AGENCY PROGRAM DESCRIPTIONS*

1	2	3a	3b	3c	4	5	6	7	8	9	DROPOUT PROGRAM DESCRIPTION		
●	●	●	●	●	●	●	●	●	●	●	ACADEMIC	GOALS	ADMINISTRATION
			●	●			●			●	AFFECTIVE		
		●	●	●							EMPLOYMENT		
●	●	●	●	●	●	●	●	●	●	●	INSTRUCTIONAL	FOCUS	
●	●			●			●			●	COUNSELING		
●	●	●	●	●						●	EMPLOYMENT		
●	●		●							●	OTHER		
●	●	●	●		●	●	●			●	ACADEMIC	ELIGIBILITY CRITERIA	
●	●	●	●	●		●	●		●		NON-ACADEMIC		
		●	●		●	●		●		●	OTHER		
●	●					●			●	●	TEACHERS	REFERRAL SOURCE	
●	●					●		●	●	●	COUNSELORS		
●	●				●	●		●		●	PARENTS		
●	●	●	●	●	●	●	●	●	●	●	OTHER		
●	●	●	●	●	●	●	●	●	●	●	INSTRUCTIONAL	SERVICES	INSTRUCTION
	●	●	●	●			●				COUNSELING		
		●	●	●							EMPLOYMENT		
●	●	●	●	●		●	●	●	●	●	GENERAL EDUCATION	MATERIALS	
	●	●	●			●			●	●	VOCATIONAL		
●	●	●	●		●	●	●	●	●	●	REMEDIAL		
	●	●	●			●	●	●		●	COMPUTER		
●	●			●	●	●	●	●	●	●	OTHER		
●	●	●	●	●	●	●	●			●	PROGRAM COMPLETION	EXITING CRITERIA	OUTCOMES
	●	●									ALTERNATIVE PLACEMENT		
		●	●								EMPLOYMENT		
											SELF-WITHDRAWAL		
●	●	●	●	●			●			●	ACHIEVEMENT	EVALUATION DATA	
●		●	●	●							ATTITUDINAL		
							●	●	●		OTHER		
●	●	●	●	●		●	●	●	●	●	PROGRAM STAFF (INTERNAL)	EVALUATORS	
						●	●				RESEARCH & EVAL. STAFF (INTERNAL)		
		●	●	●		●				●	EXTERNAL		
1	2	3a	3b	3c	4	5	6	7	8	9	*SEE KEY FOR PROGRAM NAMES		

MATRIX 3.2B

SUMMARY OF AGENCY PROGRAM CHARACTERISTICS*

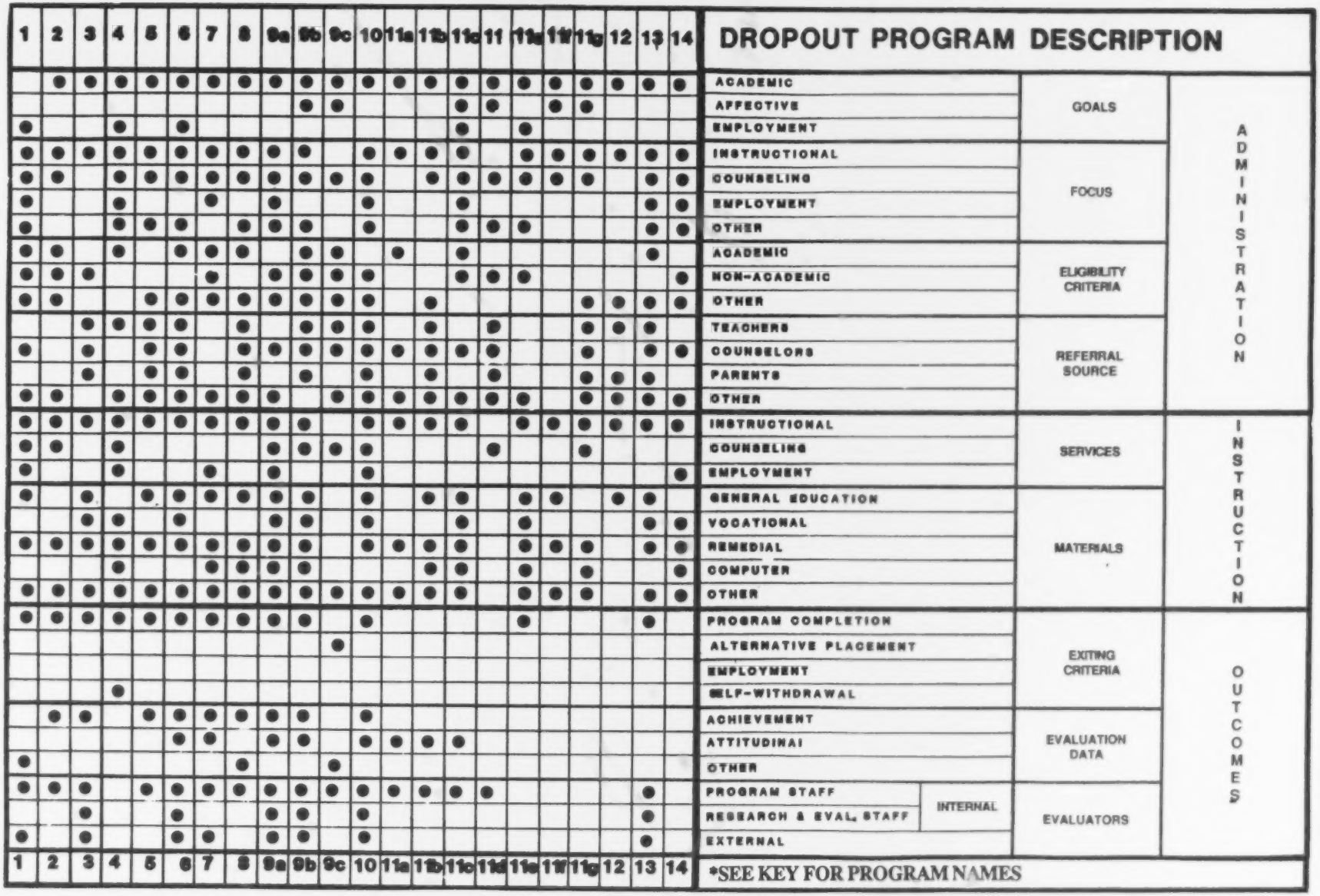
1	2	3a	3b	3c	4	5	6	7	8	9	DROPOUT PROGRAM CHARACTERISTICS			
							●				5 - 11	AGE	STUDENTS SERVED	ORGANIZATION
	●						●				12 - 14			
●	●	●	●	●	●	●	●	●	●	●	15 - 18			
●		●			●	●		●	●	●	+19			
											PRE-SCHOOL/ELEMENTARY	TYPE		
						●	●				MIDDLE SCHOOL			
●	●	●	●	●		●	●				HIGH SCHOOL			
●	●	●	●	●	●	●	●	●	●	●	OUT OF SCHOOL			
●						●		●	●		OTHER			
						●	●		●	●	BLACK	ETHNICITY		
						●	●		●	●	HISPANIC			
						●	●		●	●	WHITE			
						●	●			●	OTHER			
		●	●	●							0 - 25	NUMBER		
									●		26 - 50			
											51 - 75			
											76 - 100			
						●	●			●	+100			
●					●						1	STUDENTS PER TEACHER		
	●							●			2 - 5			
							●		●	●	6 - 10			
											11 - 15+			
						●					VARIES			
		●	●	●			●		●		1 SEMESTER OR LESS	LENGTH	PROGRAM	
											1 YEAR			
●	●				●	●		●		●	AS LONG AS NECESSARY			
	●		●		●	●				●	REGULAR SCHOOL FACILITY	LOCATION		
					●	●	●			●	SEPARATE SCHOOL FACILITY			
●		●			●	●		●	●	●	NON-SCHOOL FACILITY			
●		●	●	●							<1	YEARS IN OPERATION		
	●				●		●	●	●		1 - 5			
											5 - 10			
						●				●	> 10			
●						●					PRIVATE	FUNDING SOURCE(S)	SUPPORT	
					●		●	●			LOCAL			
	●	●	●	●		●	●			●	STATE			
						●	●	●	●	●	FEDERAL			
1	2	3a	3b	3c	4	5	6	7	8	9	*SEE KEY FOR PROGRAM NAMES			

KEY TO MATRICES 3.2A AND 3.2B: AGENCIES

AGENCY	PROGRAM NAME	COUNTY
1. Adult Continuing Education	None Given	Burnet
2. Crockett State School	Survival Skills	Houston
3. Deep East Texas Council of Governments	a. Lufkin Adult learning Center (ALC): Project Reserve	Angelina
	b. Nacogdoches ALC: Project Redirection	Nacogdoches
	c. Jasper ALC: Project TEEM (Train, Encourage, Educate Motivate)	Jasper
4. Literacy Council of Williamson Co.	None Given	Williamson
5. Lubbock Adult Education	Lubbock Evening H.S., GED Prep., Adult Basic Ed.	Lubbock/ Garza
6. Region XIX Ed. Service Center	West Texas School Community Guidance Center	El Paso
7. San Marcos Public Library	People-to-People Adult Ed. Program	Hays
8. Opportunities Industrialization Center	Pre-Employment, GED	Jefferson
9. Ten County Adult Ed. Co-op	None Given	Williamson

MATRIX 3.3A

SUMMARY OF COLLEGE PROGRAM DESCRIPTIONS*



MATRIX 3.3B

SUMMARY OF COLLEGE PROGRAM CHARACTERISTICS*

1	2	3	4	5	6	7	8	9a	9b	9c	10	11a	11b	11c	11d	11e	11f	11g	12	13	14	DROPOUT PROGRAM CHARACTERISTICS			
																	●					5 - 11	AGE	STUDENTS SERVED	ORGANIZATION
						●				●							●					12 - 14			
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	15 - 19			
●	●	●	●	●	●		●			●		●	●	●	●	●	●	●	●	●	●	+19			
																	●					PRE-SCHOOL/ELEMENTARY	TYPE		
								●									●					MIDDLE SCHOOL			
		●				●	●	●	●	●							●				●	HIGH SCHOOL			
●			●	●	●		●			●	●						●		●	●	●	OUT OF SCHOOL			
				●								●	●	●	●	●	●	●		●	●	OTHER			
●	●		●	●	●	●	●	●	●	●	●									●		BLACK	ETHNICITY		
●	●			●	●	●	●	●	●	●	●									●		HISPANIC			
●	●			●	●	●	●	●	●	●	●									●		WHITE			
				●	●	●	●															OTHER			
			●																			0 - 25	NUMBER		
●									●													26 - 50			
	●																					51 - 75			
						●																76 - 100			
				●	●		●	●		●	●	●	●	●	●	●				●		+100			
		●													●			●				1	STUDENTS PER TEACHER		
																						2 - 5			
			●	●	●	●	●	●			●										●	6 - 10			
●	●			●						●		●	●	●		●				●		11 - 15+			
									●													VARIES			
●	●					●		●							●	●			●		●	1 SEMESTER OR LESS	LENGTH	PROGRAM	
																						1 YEAR			
		●	●	●	●		●		●	●	●	●	●	●			●	●		●		AS LONG AS NECESSARY			
●	●		●	●	●		●			●		●	●	●	●	●		●	●	●		REGULAR SCHOOL FACILITY	LOCATION		
		●		●			●	●	●				●							●		SEPARATE SCHOOL FACILITY			
				●		●	●				●		●							●	●	NON-SCHOOL FACILITY			
●						●											●		●		●	<1	YEARS IN OPERATION		
	●		●					●		●				●	●			●				1 - 5			
							●		●			●							●				6 - 10			
				●	●						●		●								●	> 10			
																			●			PRIVATE	FUNDING SOURCE(S)	SUPPORT	
				●			●					●	●		●		●		●			LOCAL			
			●	●	●		●	●				●	●							●		STATE			
●	●		●	●	●	●	●	●	●	●	●			●		●		●		●	●	FEDERAL			
1	2	3	4	5	6	7	8	9a	9b	9c	10	11a	11b	11c	11d	11e	11f	11g	12	13	14	*SEE KEY FOR PROGRAM NAMES			

KEY TO MATRICES 3.3A AND 3.3B: COLLEGES

COLLEGE	PROGRAM NAME	COUNTY
1. Alvin Community College	J.T.P.A. (Job Training Partnership Act) Youth Project	Brazoria
2. Amarillo College	J.T.P.A. Basic Ed. for Youth, Pre-Voc. Training for Adults	Potter
3. Austin Community College	Compentency Based H.S. Diploma Program	Travis
4. Bee County College	B.C.C. Adult Outreach Program	Bee
5. College of the Mainland	Adult Basic Ed. Co-op	Galveston
6. Howard County Jr. College	Adult and Continuing Ed.	Howard
7. Lamar University	Youth Opportunity Unlimited	Jefferson
8. Midland College	Adult Basic Ed.-General Ed. Development Program	Midland
9. North Texas State University	a. Youth Opportunities Unlimited b. Upward Bound c. Project Explore Talent Search	Denton
10. Pan American University	High School Equivalency Program	Hidalgo
11. San Antonio College	a. Conversational English b. Adult Basic Ed. (ABE)/GED c. Project ADVANCE d. Basic Skills Referral e. J.T.P.A. Learning Center f. G.E.D. on T.V. g. Learning to Learn	Bexar
12. San Jacinto College	GED Prep. Courses	Harris
13. Southwest Texas Jr. College	Adult Basic Ed.	Uvalde
14. Tarrant County Jr. College	Computers on Wheels	Tarrant

MATRIX 3.4A-1

SUMMARY OF SERVICE DELIVERY AREA PROGRAM DESCRIPTIONS*

1a	1b	1c	1d	2a	2b	3a	3b	4a	4b	4c	4d	4e	4f	4g	5	6a	6b	7a	7b	DROPOUT PROGRAM DESCRIPTION		
	●	●	●	●	●	●	●	●	●	●	●	●			●	●	●	●	●	ACADEMIC	GOALS	ADMINISTRATION
							●	●	●	●		●				●	●		●	AFFECTIVE		
●	●	●	●	●	●	●	●						●	●		●	●		●	EMPLOYMENT		
																				INSTRUCTIONAL	FOCUS	
																				COUNSELING		
																				EMPLOYMENT		
																				OTHER		
●	●	●				●						●	●						●	ACADEMIC	ELIGIBILITY CRITERIA	
	●		●	●		●	●						●			●	●		●	NON-ACADEMIC		
●	●	●	●	●		●	●	●	●		●	●	●	●	●	●	●	●	●	OTHER		
																				TEACHERS	REFERRAL SOURCE	
																				COUNSELORS		
																				PARENTS		
																				OTHER		
	●	●	●	●	●	●	●	●	●			●	●	●	●	●	●	●	●	INSTRUCTIONAL	SERVICES	INSTRUCTION
●	●		●	●	●										●					COUNSELING		
●			●	●	●	●	●		●		●		●	●		●	●	●		EMPLOYMENT		
																				GENERAL EDUCATION	MATERIALS	
																				VOCATIONAL		
																				REMEDIAL		
															●			●		COMPUTER		
					●															OTHER		
																				PROGRAM COMPLETION	EXITING CRITERIA	OUTCOMES
																				ALTERNATIVE PLACEMENT		
																				EMPLOYMENT		
																				SELF-WITHDRAWAL		
								●	●			●								ACHIEVEMENT	EVALUATION DATA	
																				ATTITUDINAL		
●		●							●			●						●		OTHER		
	●																			PROGRAM STAFF	EVALUATORS	
																				RESEARCH & EVAL. STAFF — INTERNAL		
●	●				●															EXTERNAL		
1a	1b	1c	1d	2a	2b	3a	3b	4a	4b	4c	4d	4e	4f	4g	5	6a	6b	7a	7b	*SEE KEY FOR PROGRAM NAMES		

MATRIX 3AA-2

SUMMARY OF SERVICE DELIVERY AREA PROGRAM DESCRIPTIONS, CONTINUED*

8	9a	9b	9c	9d	9e	10a	10b	11	12	13a	13b	13c	14a	14b	15	16	17a	17b	17c	18	DROPOUT PROGRAM DESCRIPTION		
●	●	●		●	●	●		●	●	●	●	●	●	●	●	●	●	●	●		ACADEMIC	GOALS	ADMINISTRATION
	●		●	●	●			●	●						●	●	●	●			AFFECTIVE		
●	●	●	●			●	●				●		●			●				●	EMPLOYMENT		
																					INSTRUCTIONAL	FOCUS	
																					COUNSELING		
																					EMPLOYMENT		
																					OTHER		
●	●	●	●				●		●		●	●	●	●	●	●	●	●	●		ACADEMIC	ELIGIBILITY CRITERIA	
●		●		●					●				●			●	●	●	●	●	NON-ACADEMIC		
●	●	●	●	●	●	●	●	●	●	●	●				●	●				●	OTHER		
																					TEACHERS	REFERRAL SOURCE	
																					COUNSELORS		
																					PARENTS		
																					OTHER		
●	●	●	●	●	●	●		●	●	●		●	●	●	●	●	●	●	●	●	INSTRUCTIONAL	SERVICES	INSTRUCTION
	●		●	●	●					●	●				●		●		●		COUNSELING		
●	●	●	●	●	●		●		●	●			●				●		●		EMPLOYMENT		
																					GENERAL EDUCATION	MATERIALS	
																					VOCATIONAL		
																					REMEDIAL		
		●																			COMPUTER		
								●		●				●						●	OTHER		
																					PROGRAM COMPLETION	EXITING CRITERIA	OUTCOMES
																					ALTERNATIVE PLACEMENT		
																					EMPLOYMENT		
																					SELF-WITHDRAWAL		
																				●	ACHIEVEMENT	EVALUATION DATA	
																					ATTITUDINAL		
																				●	OTHER		
																					PROGRAM STAFF (INTERNAL)	EVALUATORS	
																					RESEARCH & EVAL STAFF (INTERNAL)		
	●																				EXTERNAL		
8	9a	9b	9c	9d	9e	10a	10b	11	12	13a	13b	13c	14a	14b	15	16	17a	17b	17c	18	*SEE KEY FOR PROGRAM NAMES		

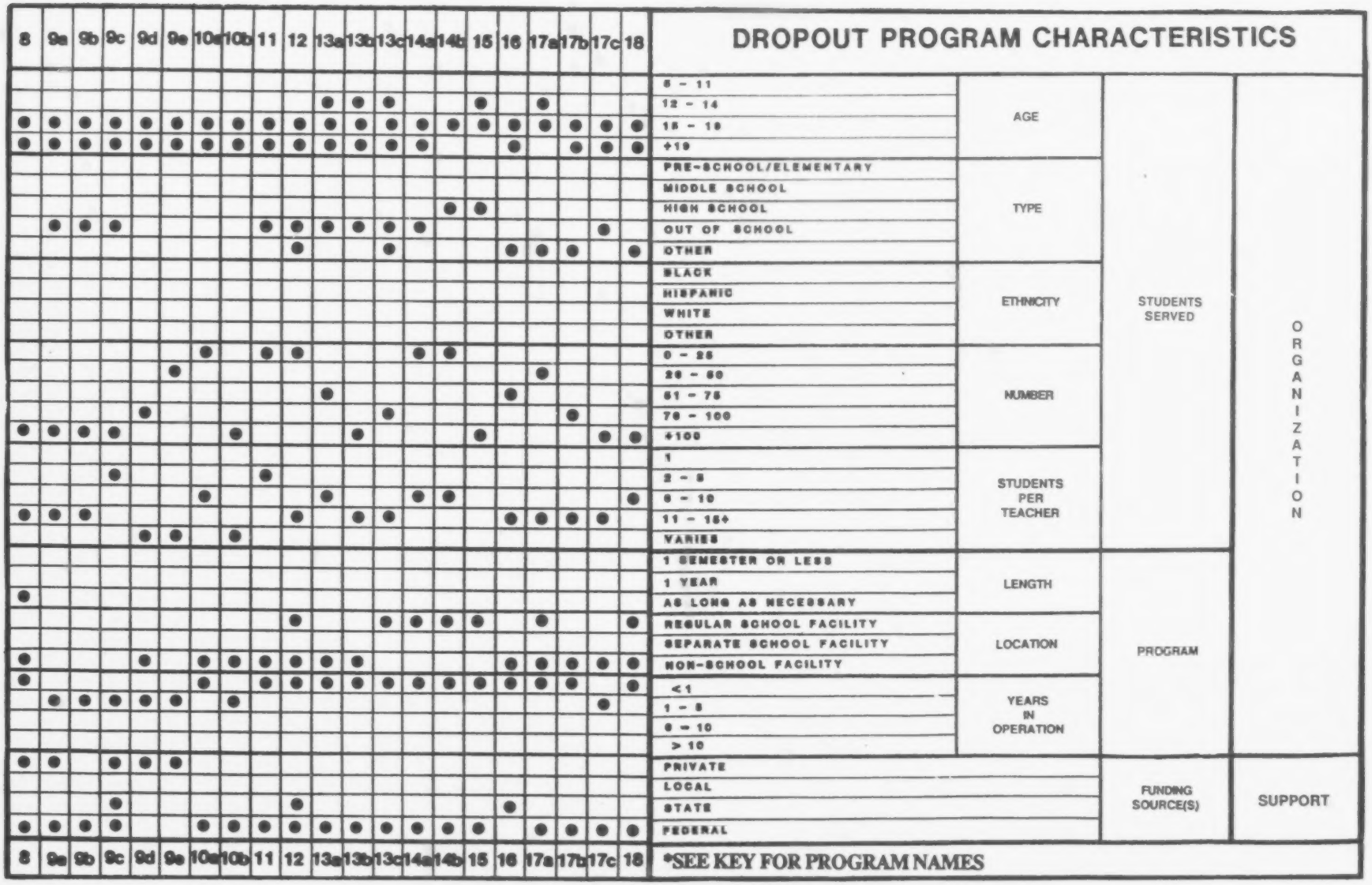
MATRIX 3.4B-1

SUMMARY OF SERVICE DELIVERY AREA PROGRAM CHARACTERISTICS*

1a	1b	1c	1d	2a	2b	3a	3b	4a	4b	4c	4d	4e	4f	4g	5	6a	6b	7a	7b	DROPOUT PROGRAM CHARACTERISTICS			
																				5 - 11	AGE	STUDENTS SERVED	ORGANIZATION
●	●			●							●									12 - 14			
●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	●	●	15 - 19			
●		●	●	●	●	●	●	●	●		●	●	●	●	●			●	●	+19			
																				PRE-SCHOOL/ELEMENTARY	TYPE		
																				MIDDLE SCHOOL			
●	●							●					●							HIGH SCHOOL			
●	●		●	●	●	●	●			●	●									OUT OF SCHOOL			
		●	●				●		●		●							●		OTHER			
																				BLACK	ETHNICITY		
																				HISPANIC			
																				WHITE			
																				OTHER			
							●								●	●	●		●	0 - 25	NUMBER		
									●									●		26 - 50			
	●		●			●		●												51 - 75			
												●	●	●						76 - 100			
●		●		●	●						●									+100			
				●				●					●	●						1	STUDENTS PER TEACHER		
				●														●		2 - 5			
	●		●		●										●	●			●	6 - 10			
●		●				●	●		●			●					●			11 - 15+			
																				VARIES			
																				1 SEMESTER OR LESS	LENGTH	PROGRAM	
																				1 YEAR			
																				AS LONG AS NECESSARY			
								●			●		●							REGULAR SCHOOL FACILITY	LOCATION		
																				SEPARATE SCHOOL FACILITY			
●		●	●	●	●	●	●		●		●	●		●	●	●	●	●	●	NON-SCHOOL FACILITY			
								●	●	●					●	●	●	●	●	<1	YEARS IN OPERATION		
				●			●					●	●	●							1 - 5			
	●	●	●		●	●														6 - 10			
●											●									> 10			
	●			●	●															PRIVATE	FUNDING SOURCE(S)	SUPPORT	
	●																			LOCAL			
																				STATE			
●	●	●	●			●	●	●	●	●	●	●	●	●	●	●	●	●	●	FEDERAL			
1a	1b	1c	1d	2a	2b	3a	3b	4a	4b	4c	4d	4e	4f	4g	5	6a	6b	7a	7b	*SEE KEY FOR PROGRAM NAMES			

MATRIX 3AB-2

SUMMARY OF SERVICE DELIVERY AREA PROGRAM CHARACTERISTICS, CONTINUED*



KEY TO MATRICES 3.4A AND 3.4B: SERVICE DELIVERY AREA

SERVICE DELIVERY AREA	PROGRAM NAME	COUNTY
1. Alamo	a. Sanyo Youth Program b. Healy Murphy Learning Center c. Project SER Adult Learning Center d. San Antonio 70,001 Youth Program	Bexar
2. Austin/Travis County	a. Youth Employment Service-Project Success b. Creative Rapid Learning Center	Travis
3. Cameron County	a. Out-of-School Program b. Texas Conservation Corps	Cameron
4. City of Corpus Christi/ Nueces County	a. Peer Tutoring b. Developmental Studies for AFDC Recipients c. Youth Dropout Research Study & Information & Referral System d. Summer Youth Employment Training Program e. Job Start f. Out Employment g. OJT-Youth	Nueces
5. Concho Valley	Education Success Project (ESP) I	Tom Green
6. Dallas County, Balance of	a. Project Excel b. Buckner Project	Dallas
7. Deep East Texas	a. Newton I.S.D. b. Interactive Systems Laboratories: BEST (Basic Employment Skills Training) Program	Newton & Hays
8. Fort Worth Consortium	Educational & Occupational Enhancement	Tarrant
9. Harris County, Balance of	a. 70,001 b. Control Data-Fairbreak Center c. Texas Conservation Corps d. San Jacinto College-Central Campus 123 Project e. North Harris County College	Harris
10. Lubbock/Garza County	a. Comprehensive Competencies Program (CCP) b. On-the-Job Training	Lubbock/ Garza

11. North Texas	GED/Job Readiness Training	Wichita
12. Norteast Texas	Remedial/GED Program	Bowie
13. Permian Basin	a. Alternative Education Center b. ECBD School Community Alternative Education Guidance Center c. ECBD Alternative Evening School	Midland
14. Rural Capital Area	a. BEST-DEAL (Basic Employment Skills Trainging-Drop-out Employment & Academic Linkage) b. BEST-ACADEMIC	Williamson
15. South Plains Rural	None Given	Hockley
16. South Texas	123 Monies Program	Webb
17. Upper Rio Grande	a. Project Redirection b. Literacy Program-Ysleta I.S.D. c. Out-of-School Youth Program	El Paso
18. West Central Texas	Rural Pre-Employment Training	Taylor

89

ANGELINA COUNTY

Deep East Texas Council of Government:

Lufkin Adult Learning Center (ALC): Project Reserve
Bob Quillin
107 East Lufkin Avenue
Lufkin, TX 75901
(409) 639-3059

BEE COUNTY

Bee County College:

B.C.C. Adult Outreach Pgm.
Duwayne Dumas
3800 Charo Road
Beeville, TX 78102
(512) 358-3130

BEXAR COUNTY

Edgewood ISD:

Valued Youth Partnership Pgm.
Sylvia Hinojosa
5358 W. Commerce
San Antonio, TX 78219
(512) 433-9412

San Antonio ISD:

Goalmaker
Dr. Lucille Santos
141 Lavaca Street
San Antonio, TX 78210
(512) 299-5663

Visiting Teacher
Dr. Lucille L. Santos
141 Lavaca Street
San Antonio, TX 78210
(512) 299-5663

South San Antonio ISD:

Valued Youth Partnership Pgm.
Gilbert Quezada
2515 Sioux Street
San Antonio, TX 78224
(512) 921-0017

San Antonio College:

Adult Basic Ed. ABE/GED
Phyllis Schantz
1300 San Pedro
San Antonio, TX 78284
(512) 733-2651

Basic Skills Referral
Phyllis Schantz
1300 San Pedro
San Antonio, TX 78284
(512) 733-2651

Conversational English
Phyllis Schantz
1300 San Pedro
San Antonio, TX 78284
(512) 733-2651

GED on TV
Phyllis Schantz
1300 San Pedro
San Antonio, TX 78284
(512) 733 2651

JTPA Learning Center
Phyllis Schantz
1300 San Pedro
San Antonio, TX 78284
(512) 733-2651

Learning to Learning
Phyllis Schantz
1300 San Pedro
San Antonio, TX 78284
(512) 733-2651

Project ADVANCE
Phyllis Schantz
1300 San Pedro
San Antonio, TX 78284
(512) 733-2651

Alamo:

Healy Murphy Learning Center
Belvin B. Steward
434 S. Main, Suite 301
San Antonio, TX 78204
(512) 299-8183

San Antonio 70,001 Youth Pgm.
Belvin B. Steward
434 S. Main, Suite 301
San Antonio,TX 78204
(512) 299-8183

Sanyo Youth Pgm.
Belvin B. Steward
434 S. Main, Suite 301
San Antonio, TX 78204
(512) 299-8183

Project SER Adult Learning Center
Belvin B. Steward
434 S. Main, Suite 301
San Antonio, TX 78204
(512) 299-8183

BOWIE COUNTY

Northeast Texas:

Remedial/GED Pgm.
Ermer Pondexter
P.O. Box 5307
Texarkana, TX 75506
(214) 832-8636

BRAZORIA COUNTY

Brazosport ISD:

Brazosport Alternative School
J.B. Berryhill
P.O. Drawer Z
Freeport, TX 77541
(409) 265-6181 Ext. 246

Alvin Community College:

JTPA (Job Training Partnership Act) Youth Project
Jose G. Castillo, Jr.
3110 Mustang Road
Alvin, TX 77511
(713) 331-6111 Ext. 238

BROWN COUNTY

Brownwood ISD:

Guidance Center
Jerry McSwain
1909 Fourth Street
Brownwood, TX 76801
(915) 643-2951

BURLESON COUNTY

Snook ISD:

Dropout Prevention
Doug Bryant
P.O. Box 87
Snook, TX 77878
(409) 272-8307

BURNET COUNTY

Adult Continuing Education:

None Given
Molly Wilkinson
P.O.Box 1017
Marble Falls, TX 78654
(512) 693-7153

CAMERON COUNTY

Rio Hondo ISD:

Rio Hondo Stay-In-School Pgm.
Woodie V. Hornburg
P.O. Box 220
Rio Hondo, TX 78583
(512) 748-2981

Cameron County:

Out-of-School Pgm.
Arturo A. McDonald, Jr.
3302 Boca Chica
Suite 211
Brownsville, TX 78250
(512) 542-5935

Texas Conservation Corps
Arturo A. McDonald, Jr.
3302 Boca Chica
Suite 211
Brownsville, TX 78520
(512) 542–5935

DALLAS COUNTY

Dallas ISD:

Communities in Schools
Pearl Garza Fracchia
3700 Ross Ave., Box 41
Dallas, TX 75204
(214) 526-0728

Dallas County, Balance of:

Buckner Project
Eddie Harris, Jr.
4917 Harry Hines Boulevard
North Building
Dallas, TX 75235-7792
(214) 920-7892

Project Excel
Eddie Harris, Jr.
4917 Harry Hines Boulevard
North Building
Dallas, TX 75235-7792
(214) 920-7892

DENTON COUNTY

North Texas State University:

Project Explore Talent Search
Kathy Taylor
North Texas State University
Project Explore Talent Search
P.O. Box 13407
Denton, TX 76203-3407
(817) 565-2090

Upward Bound
Dianne Newman
North Texas State University
Upward Bound Project
P.O. Box 13407
Denton, TX 76203-3407
(817) 565-2090

Youth Opportunities Unlimited
Dr. Norris D. Fox
North Texas State University
Youth Opportunities Unlimited
P.O. Box 13857
Denton, TX 76203
(817) 565-2097

EL PASO COUNTY

Canutillo ISD:

Dropout Counseling
Ester E. McLeod
P.O. Box 100
Canutillo, TX 79835
(915) 877-3726

Socorro ISD:

Map (Midway Academic Pgm.)
Mitchell C. Ferguson
Socorro ISD Ed. Center
12300 Eastlake Drive
El Paso, TX 79927
(915) 858-0912

New Outlook
Mitchell C. Ferguson
Socorro ISD Ed. Center
12300 Eastlake Drive
El Paso, TX 79927
(915) 858-0912

Region XIX Education
Service Center:

West Texas School Community Guidance Center
Gert Peck
8441 Valdespino
Education Center
El Paso, TX 79925
(915) 858-2931

Upper Rio Grande:

Literacy Program-Ysleta ISD
Richard Davies
2211 E. Missouri
Suite E-235
El Paso,TX 79903
(915) 542-2808

Out-of-School Youth Pgm.
Richard Davies
2211 E. Missouri
Suite E-235
El Paso, TX 79903
(915) 542-2808

Project Redirection
Richard Davies
2211 E. Missouri
Suite E-235
El Paso, TX 79903
(915) 542-2808

GALVESTON COUNTY

Clear Creek ISD:

Houston Marine Institute
Michael S. Fogarty
518 Hwy. 3 North
League City, TX 77573
(713) 338-1591

College of the Mainland:

Adult Basic Ed. Co-op
Nancy Smith
8001 Palmer
Texas City, TX 77590
(409) 938-1211

GREGG COUNTY

White Oak ISD:

None Given
Robert Bohn
200 South White Oak Road
White Oak, TX 75693
(214) 759-4492 Ext. 42

GUADALUPE COUNTY

Schertz-Cibolo-
Universal City ISD:

Dropout Prevention Counseling
Nancy J. Hagen
1060 Elbel Road
Schertz, TX 78154
(512) 658-3553

HARRIS COUNTY

Alief ISD:

Individualized Study Center
Carolyn E. Brown
P.O. Box 68
Alief, TX 77411
(713) 498-8110 Ext. 4460

San Jacinto College:

GED Prep. Courses
Everett Schmidt
5800 Uvalde
Houston, TX 77049
(713) 458-4050

Harris County, Balance of:

70,001
Marshenell Ervin
12605 East Freeway, Suite 620
P.O. Box 96100
Houston, TX 77213-6600
(713) 451-4257 Ext. 42

Control Data- Fairbreak Center
Marshenell Ervin
12605 East Freeway, Suite 620
P.O. Box 96100
Houston, TX 77213-6600
(713) 451-4257 Ext. 42

North Harris County College
Marshenell Ervin
12605 East Freeway, Suite 620
P.O. Box 96100
Houston, TX 77213-6600
(713) 451-4257 Ext. 42

San Jacinto College-Central
Campus 123 Project
Marshenell Ervin
12605 East Freeway, Suite 620
P.O. Box 96100
Houston, TX 77213-6600
(713) 451-4257 Ext. 42

Texas Conservation Corps
Marshenell Ervin
12605 East Freeway, Suite 620
P.O. Box 96100
Houston, TX 77213-6600
(713) 451-4257 Ext. 42

HAYS COUNTY

Deep East Texas:

BEST (Basic Employment Skills Trng .) Pgm.
Interactive Systems Labs
Federal Building, Rm 101
P.O.Box 1409
San Marcos,TX 78667-1409
(512) 396-5248

San Marcos Public Library:

People-to-People Adult Ed . Pgm.
Shelly Rode
310 W. Hutchison
San Marcos, TX 78667
(512) 392-8124

HIDALGO COUNTY

Pan American University:

High School Equivalency Pgm.
Hilario Rincon
1201 W. University Dr.
Edinburg, TX 78539
(512) 381-2521

HOCKLEY COUNTY

South Plains Rural:

None Given
W. D. (Bill) Powell, Jr.
P.O.Box 610
411 Austin Street
Levelland, TX 79336
(806) 894-6104

HOUSTON COUNTY

Crockett State School:

Survival Skills
Dr. Judy Huffty
P. O. Box 411
Crockett, TX 75835
(409) 544-5111 Ext. 128

HOWARD COUNTY

Howard County Jr. College:

Adult and Continuing Ed.
Josie Salazar
1001 Birdwell Lane
Big Spring, TX 79720
(915) 267-6311

JASPER COUNTY

Deep East Texas Council
of Governments:

Jasper ALC: Project TEEM
(Train, Encourage ,Educate ,
Motivate)
Brenda Schofield
P.O. Box 1512
Jasper, TX 75951
(409) 384-2004

JEFFERSON COUNTY

Port Arthur ISD:

Project S.A.V.E.
Joe Landry
501 West 17th Street
Port Arthur, TX 77640
(409) 983-6039

Opportunities Industrialization Center:

Pre-Employment, GED
Linda Clark
P. O. Box 627
Beaumont, TX 77704
(409) 727-2384

Lamar University:

Youth Opportunity Unlimited
Dr. Mark Cooper
P. O. Box 10034
Beaumont, TX 77710
(409) 880-8673

LUBBOCK COUNTY

Lubbock Adult Ed.:

Lubbock Evening H.S., GED Prep., Adult Basic Ed.
Freddye Harrell
610 Third St.
Lubbock, TX 79401
(806) 765-9338

Lubbock/Garza County:

Comprehensive Competencies Pgm.
Robbye Hendryx
P. O. Box 2858
Lubbock, TX 79408
(806) 763-6416

On-the-Job Training
Robbye Hendryx
P. O. Box 2858
Lubbock, TX 79408
(806) 763-6416

MIDLAND COUNTY

Midland College:

Adult Basic Ed.-General Ed. Development Pgm.
Dr. Deana Lusk
3600 N. Garfield
Midland, TX 79705
(915) 685-4514

Permian Basin:

Alternative Ed. Center
Richard Rutter
P. O. Box 6391
Midland, TX 79711
(915) 337-1882

ECBD Alternative Evening School
Donna Harrison
P. O. Box 6391
Midland, TX 79711
(915) 563-1061

ECBD School Community Alternative Education Guidance Center
Donna Harrison
P.O. Box 6391
Midland,TX 79711
(915) 563-1061

MILLS COUNTY

Mullin ISD:

None Given
Harley H. Ethridge
Box 128
Mullin ,TX 76864
(915) 985-3374

NACOGDOCHES COUNTY

Deep East Texas Council of Governments:

Nacogdoches ALC: Project Redirection
Tina Blackshire
2423 North Pecan
Nacogdoches, TX 75961
(409) 564-8789

NEWTON COUNTY

Deep East Texas:

Newton ISD
Garland Meredith
P.O. Box 935
Newton, TX 75966
(409) 379-2301

NUECES COUNTY

Corpus Christi ISD:

Operation Intervention
Arturo Delgado
P. O. Drawer 110
801 Leopard
Corpus Christi, TX 78403
(512) 888-7811 Ext. 248

City of Corpus Christi:

Developmental Studies for AFDC Recipients
Irma Caballero
P. O. Box 9277
Corpus Christi, TX 78469
(512) 880-3185

Job Start
Irma Caballero
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Corpus Christi, TX 78469
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OJT-Youth
Irma Caballero
P. O. Box 9277
Corpus Christi, TX 78469
(512) 880-3185

Out Employment
Irma Caballero
P. O. Box 9277
Corpus Christi, TX 78469
(512) 880-3185

Peer Tutoring
Irma Caballero
P. O. Box 9277
Corpus Christi, TX 78469
(512) 880-3185

Summer Youth Employment Training Pgm.
Irma Caballero
P. O. Box 9277
Corpus Christi, TX 78469
(512) 880-3185

Youth Dropout Research Study & Information & Referral System
Irma Caballero
P. O. Box 9277
Corpus Christi, TX 78469
(512) 880-3185

POTTER COUNTY

River Road ISD:

None Given
Bill A. Vestal
Route 9, Box 1
Amarillo, TX 79108
(806) 383-9578

Amarillo College:

JTPA Basic Ed. for Youth, Pre-Voc. Training For Adults
Judy Isbell
P. O. Box 447
Amarillo, TX 79178
(806) 371-5434

ROBERTSON COUNTY

Bremond ISD:

None Given
Joe Phariss
P. O. Box 190
Bremond, TX 76629
(817) 746-7145

TARRANT COUNTY

Birdville ISD:

Coordinated Voc. Academic Ed. (CVAE)
L. J. Burleson
Birdville ISD
6125 E. Belknap St.
Fort Worth, TX 76117
(817) 831-0951

Tarrant County Jr. College:

Computers on Wheels
Elizabeth Thornton
1500 Houston
Fort Worth, TX 76102
(817) 336-7851

Fort Worth Consortium:

Educational & Occupational Enhancement
Richard Sapp
440 S. Main
Fort Worth, TX 76104
(817) 870-7530

TAYLOR COUNTY

West Central Texas:

Rural Pre-Employment Training
Mary Ross
P. O. Box 3195
Abilene, TX 79604
(915) 672-8544

TOM GREEN COUNTY

Concho Valley:

Education Success Project (ESP) I
Jose C. Martinez
5002 Knickerbocker Road
San Angelo, TX 76906
(512) 944-9666

TRAVIS COUNTY

Austin Community College:

Competency Based H.S.Diploma Pgm.
Robert R. Leffel
12400 Mellow Meadow Dr.
Austin, TX 78750
(512) 250-1051

Austin/Travis County:

Creative Rapid Learning Center
Tina Tabler
314 Highland Mall Blvd., Suite 409
Austin, TX 78752
(512) 458-3313

Youth Employment Service-Project Success
Tina Tabler
314 Highland Mall Blvd.,Suite 409
Austin, TX 78752
(512) 458-3313

UVALDE COUNTY

Southwest Texas Jr. College:

Adult Basic Ed.
Jose L. Calderon
Southwest Texas Jr. College
Garner Field Road
Uvalde, TX 78801
(512) 278-4401 Ext. 236

WASHINGTON COUNTY

Brenham ISD:

Project CAT (Comp. Asst. Instruct.)
Diana K. Wenzel
P. O. Box 1147
Brenham, TX 77833
(409) 836-5672

WEBB COUNTY

South Texas:

123 Monies Pgm.
Laura Resendez
P.O. Box 1757
Laredo, TX 78044
(512) 722-3973

WICHITA COUNTY

North Texas:

GED/Job Readiness Training
Beverly Larson
P.O. Box 5144
Wichita Falls, TX 76307
(817) 322-5281

WILLIAMSON COUNTY

Georgetown ISD:

REACH
Stephen C. Anderson
1701 North Austin Blvd.
Georgetown, TX 78628
512) 863-6592

Leander ISD:

Community Education
Hank Hoadley
P.O. Box 218
Leander, TX 78641
(512) 259-1121

Literacy Council Of Williamson Co..

None Given
Ann Lessom
P.O. Box 740
Georgetown, TX 78627
(512) 863-6561

Ten Count Adult Ed. Co-op:

None Given
Jack Gunlock
603 Lakeway Dr.
Georgetown,TX 78628
(512) 863-7191

Rural Capital Area:

BEST/ACADEMIC
Kathy Barrett
P.O. Box 740
Georgetown, TX 78627
(512) 225-4860
(512) 863-6561

BEST-DEAL (Basic Employment Skills Training-Dropout Employment & Academic Linkage)
Kathy Barrett
P.O. Box 740
Georgetown, TX 78627
(512) 225-4860
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WORKS CONSULTED

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ABOUT THE RESEARCHERS

Dr. Jose A. Cardenas has devoted over thirty-five years to the pursuit of educational excellence for minority children. He has served at all levels of the educational professional hierarchy, as superintendent of an urban school district, chairman of the education department at an institute of higher education, and director of a research and development center. Dr. Cardenas is the founder and Executive Director of the Intercultural Development Research Association (IDRA), where for thirteen years he has guided organizational activities in exploring, delineating, and evaluating policies and programs affecting minority populations. A nationally noted expert in the fields of bilingual education and educational finance and equity, he has been at the forefront of the quest for educational opportunities for minority populations in this country.

Dr. Maria del Refugio Robledo is Director of the IDRA Center for the Prevention and Recovery of Dropouts. Under her direction, the Center is addressing the urgent and complex problem of unschooled youth through research and program efforts at the local, state and national levels. Her professional experience includes over fourteen years of research in areas which substantively affect the education of minorities and high risk children. Dr. Robledo administered and coordinated statewide cost analysis studies on bilingual education programs in Texas, Colorado and Utah. She also co-directed a comprehensive research study of minority and women representation in public institutions in Texas (employment, education and the administration of justice) sponsored by the U.S. Commission on Civil Rights.

Josie D. Supik is a researcher and medical anthropologist with IDRA and an adjunct faculty member at The University of Texas Health Science Center at San Antonio Medical School. Her experience includes coordinating research on the dropout dilemma and studying biobehavioral approaches to the treatment of hypertension, cardiovascular risk assessment, and sudden infant death syndrome. She has published work on Hispanic acculturation and current ethical issues in clinical medicine. Ms. Supik teaches cross-cultural medical ethics to health professionals.

Albert Cortez is Director of Research and Evaluation at IDRA. He has had extensive experience in educational research and policy analysis, serving as a technical consultant on minority education issues to numerous State Commissions as well as members of the Texas Legislature. Mr. Cortez has published articles on bilingual education, education of undocumented alien children, and school finance equity.

Roy Lee Johnson is currenty employed as an Evaluator/Education Consultant with IDRA's Division of Research and Evaluation. While serving in this capacity, Mr. Johnson has conducted and participated in research and evaluation studies both internally and externally. Mr. Johnson served as one of the researchers in a comprehensive study sponsored by the U.S. Commission on Civil Rights on the status of minorities and women in public employment, education and the administration of justice in Texas.

Dr. Angela Elizabeth Ladogana is a school psychologist, and a member of the IDRA research staff. She has developed, implemented and evaluated dropout prevention programs among secondary migrant students. She is the author of the Whiz Kit: A Study Skills Guide for High School Students. Dr. Ladogana taught at the public school and university levels and has published in the areas of dropout prevention, mental health consultation and the evaluation of gifted and talented programs.

Dr. David Gaytan Ramirez is currently President of Technological Innovations Inc., a Texas based consulting firm. While at IDRA, he served as principal investigator for a major research effort designed to examine the relevance and impact of mental health services to Hispanics in Texas. In 1981, Dr. Ramirez co-authored an IDRA publication entitled: Adult Illiteracy in San Antonio. He has also investigated the impact of special programs on student performance, drug abuse prevention, and computer use in instruction.

Dr. Dorothy Waggoner studies and writes on the subject of language-minority populations and the indicators of educational needs based on the census and other national data sources. As a language minority specialist for the National Center for Education Statistics of the U.S. Department of Education, Dr. Waggoner was Chairperson of the Federal Interagency Committee on Language for the 1980 Census. In this position, and as information specialist for the Department of Education's Office of Bilingual Education and Minority Language Affairs, she helped plan and monitor a series of national studies which have extended our knowledge of linguistically different populations in the United States.

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To obtain further information, contact:
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